DOCUMENT RESUME

ED 405 399 UD 031 349

AUTHOR	Saito, Rebecca N.; And Others
TITLE	Places To Grow. Perspectives on Youth Development Opportunities for Seven- to 14-Year-Old Minneapolis Youth. Final Report.
INSTITUTION	Search Inst., Minneapolis, MN.
SPONS AGENCY	Minnesota Youth Coordinating Board, Minneapolis.
PUB DATE	Oct 95
NOTE	93p.
AVAILABLE FROM	Search Institute, 700 South Third Street, Suite 210, Minneapolis, MN 55415; phone: 800-888-7828 ($14.95 plus $5.50 shipping and handling).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Adolescents; *Children; *Disadvantaged Youth; Elementary Secondary Education; Individual Development; Parent Attitudes; Participation; Program Effectiveness; Program Evaluation; Surveys; *Urban Youth; *Youth Programs
IDENTIFIERS	Minneapolis Public Schools MN; *Minnesota (Minneapolis); *Youth Development Model

ABSTRACT

This study of youth development opportunities for youth aged 7 to 14 years in Minneapolis (Minnesota) involved three phases completed between 1994 and 1995. Planning and information gathering involved interviews with 60 program providers and key informants from youth programs. A written survey of 187 program providers assesses perceived barriers and recommendations for improvement. The third phase was information gathering through surveys of 600 students in third, fifth, seventh, and eighth grades, and 604 of their parents. Minneapolis has formal youth programs, informal places for young people to meet, and nonformal activities that are neither organized nor supervised, but which may enhance the growth of young people. Youth and parents agree that there are not enough programs to meet the needs of city youth, and these programs are least available to the least advantaged. Only about half of the students in this age group in Minneapolis participate in youth development programs, largely because of barriers such as lack of transportation and lack of knowledge. The study suggests goals for the city's youth programs, with the objective of involving 80% of all youth in at least one quality youth development program by the year 2000. (Contains nine figures.) (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

FINAL REPORT

ED 405 399

Places to Grow:

Perspectives on Youth Development Opportunities for Seven- to 14-Year-Old Minneapolis Youth

Prepared by
Rebecca N. Saito
Peter L. Benson
Dale A. Blyth
Anu R. Sharma

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Jennifer Griffin-Wiesner
Search Inst.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

October 1995

Search INSTITUTE — *Practical research benefiting children and youth*

Thresher Square West
700 South Third Street, Suite 210
Minneapolis, MN 55415
Phone: (612) 376-8955
FAX: (612) 376-8956

UD031349

BEST COPY AVAILABLE

Acknowledgments

There are several people without whom this study could not have been accomplished and who we would like to publicly thank:

- Rick Gordon, Debbie Wynn, and Melanie Majors for their constant attention to details.
- Turi McKinley, Don LeTourneau, Jennifer Griffin-Wiesner, Gayle Zoffer, and Tom Berkas for their help in data collection.
- Gala Oliver who always got the job done (even when we didn't know quite what the job was).
- And most significantly, Marilyn Erickson, for her high level of commitment and competence throughout the entire project.

We would like to acknowledge the foresight and commitment of Mayor Sharon Sayles Belton, and the staff and members of the Youth Coordinating Board, particularly Colleen Moriarty.

And most importantly, we thank the 1,500 young people, parents, and program providers who participated in this study, for sharing their perspectives and insights in this community-wide effort to increase the well-being of all Minneapolis youth.

Section One

Introduction and Overview

This is the final report of a study conducted on behalf of the Youth Coordinating Board (YCB) and the Mayor of Minneapolis, Sharon Sayles Belton. The impetus for the study was when Mayor Sayles Belton, upon commencing her duties as mayor of Minneapolis, asked basic questions about what is available and needed for children and youth in Minneapolis. It became clear that a fair amount was known about pre-school children, and teenagers, but far less information was available about--and perhaps less attention had been paid to--the middle years of childhood and early adolescence, ages seven to 14. Thus began our endeavor to systematically collect practical information to enhance the well-being of this age group.

The Study of Youth Development Opportunities for Minneapolis Youth, ages seven to 14 focused on these questions:

1. What types of youth development programs are available for youth in Minneapolis?
2. Where are these opportunities located? In what areas of the city are there many, and relatively few programs?
3. What percent of youth are involved in some form of constructive youth program and what percent do not participate in <u>any</u> growth-promoting youth programs?
4. Who are the young people who do, and do not participate in youth development programs and what prevents them from participating?
5. Are there differences by age, sex, family income, and ethnicity in levels in participation, type of program usage, interests, and barriers?
6. What do young people say they would like to do more of? What do parents say they would like their children to do more of?
7. What can be done to ensure that those young people who need them the most, participate in programs that build strengths and assets?

Background

While definitions of youth development abound in the field of youthwork, a common denominator across all definitions is a focus on strengthening and promoting the healthy development--whether social, emotional, educational, physical, or spiritual--of young people. For the field of youthwork as well as for others who care about young people, this requires a paradigm shift from focusing only on problems to working to build strengths and assets in young people. In turn those strengths and assets can help mediate and prevent problems or risky behaviors. In *Contract with America's Youth: Toward a National Youth Development Agenda* (American Youth Policy Forum, 1995), the authors discuss this paradigm shift in more detail:

> *"Problem prevention and treatment focus on the elimination of negative youth outcomes or problems. Promoting youth development has a much different focus: the development of skills and competencies that youth will need to succeed as adults."* (p.2)

They further describe two basic premises which undergird their vision of youth development:

> **Premise One:** Youth development is an ongoing process in which young people are engaged and invested. Throughout this process, young people seek ways to meet their basic physical and social needs and to build the competencies and connections they need for survival and success. All youth are engaged in the process of development.
>
> **Premise Two:** Youth development is marked by the acquisition of a broad range of competencies and the demonstration of a full complement of connections to self, others, and the larger community. Confidence, compassion, commitment and character are terms commonly used to express the attitudes and behaviors that determine whether and how learned competencies will be used.

A national study of nearly 47,000 youth conducted by Search Institute demonstrated that the more assets or strengths a young person has, including involvement in youth development programs,

the less likely it is that she or he will engage in risky behaviors (*The Troubled Journey*, 1993).

Relatedly, in a study of the variables which account for success following high school, Coleman and Hoffer (1987) found that students who participated in extra-curricular activities were more likely to attend college than those who did not.

In one of the most important works related to youth development opportunities in the non-school hours, The Carnegie Council on Adolescent Development's *A Matter of Time: Risk and Opportunity in the Nonschool Hours* addresses the importance of youth programs and the need for study in this area:

> *Young adolescents can...be left adrift or they can be involved in community-based programs that are fun and that help them achieve the developmental tasks of youth. Vastly understudied and largely ignored in public policy debates, these programs and organizations deserve society's attention and critical appraisal.* (p.11)

In this current study of youth development opportunities for Minneapolis youth, we categorize what young people do, into three types of opportunities: Formal, Informal, and Nonformal. ***Formal Youth Programs*** include structured, organized and supervised youth development programs. ***Informal Places*** are semi- or unstructured, but somewhat supervised places where young people can go and spontaneously choose from a variety of activities (e.g., open gyms). ***Nonformal Opportunities*** are those activities in which youth engage which may be growth-enhancing but are not organized or supervised by adults, (e.g., pick-up basketball, impromptu discussions or time spent with informal adult mentors).

Design and Methodology

This study was conducted in three phases. Phase I was a planning and basic information-gathering phase designed to identify programs which serve youth ages seven to 14 for inclusion in Phase II of the study. It also provided us with insight into the critical questions which should be asked in the next phases. Phase I included interviews with 60 program providers and other key informants (i.e., those who had extensive knowledge about and experience with this age group). These interviews were conducted in the spring of 1994 using semi-structured interview protocols (Appendix A). Interviews were conducted with representatives from community-based youth

serving organizations; national voluntary youth organizations (e.g., YMCA, YWCA, Boys and Girls Clubs, Scouts, 4-H); the public sector (e.g., Parks and Recreation Board, library, schools, community education); cultural heritage and ethnic programs; arts programs; religious youth programs; and local, regional, and national sports clubs. Ninety youth were also interviewed by a team of seven teen-agers who had received training in how to conduct interviews and use the specific protocol.

Phase II was designed to assess perceived barriers and recommendations from the perspective of program providers. Surveys were mailed to 576 youth serving organizations and programs in the late spring and summer of 1994 (Appendix B). Reminders to return the survey were sent about one month following the initial mailing. Nearly 200 (187) surveys were completed and returned (32 percent response rate). These data were summarized in an earlier report to the Youth Coordinating Board which is available upon request from Search Institute. Several of the key findings and recommendations from these first two phases have been incorporated into this report.

Phases I and II answered key questions about kinds of programs which are available for youth, and perceived barriers and recommendations, from the perspective of program providers. Clearly, what was missing was input from youth and parents. Without this information we would be unable to estimate how many and which young people were actually participating in youth programs (and conversely, how many and which young people were not), and perceived barriers and recommendations from the perspective of youth and parents. Subsequently, funds were raised for Phase III which included information gathering from youth and parents.

Phase III included a survey of 3rd, 5th, 7th, and 8th grade students, and a survey of and focus groups with parents of 3rd, 5th, and 7th grade students (Appendix C). A total of 600 youth were surveyed during the spring of 1995 in 33 classrooms in 19 schools throughout the city of Minneapolis, including three alternative schools, and the juvenile detention. Schools were selected to ensure geographic representation.

A random sample of 1500 parents of 3rd, 5th, and 7th grade Minneapolis Public School students was drawn and surveys mailed in May, 1995. Reminders to return the survey were sent two weeks after the original mailing. Six hundred four parents completed and returned their surveys (40 percent response rate). Six focus groups were conducted with 51 parents. Focus group participants were selected to ensure a range of ethnic backgrounds and family income, however, the sample was weighted to include a higher percent of families with lower income levels.

Section Two

FINDINGS

This study has solicited information from many different sources using multiple methodologies. The justification for triangulation of the data is obvious: the more one is able to understand the perspectives of different stakeholders, the more likely it is that the picture which is created is more accurate and comprehensive, and therefore more useful.

In this section of the report we focus heavily on the findings from Phase III of the study (i.e., surveys and focus groups with parents and youth) but will include highlights from the survey of program providers and interviews with key informants from Phases I and II. Some of the key findings from each table have been highlighted for the reader and are reported on the page opposite the corresponding table. Direct quotes from focus groups are reported in *italics* throughout the body of the text.

City Overview

Demographics & Descriptions

At the time of the 1990 census, there were 29,839 youth ages seven to 14 living in the city of Minneapolis. The distribution of the population of seven- to 14-year-old youth in terms of gender, ethnicity and geographic distribution by planning districts is described in Table 1. Also described in Table 1 is the sample of youth and parents in this study. In composing our sample of youth, we purposefully over-sampled schools which were thought to have youth from lower-income families.

Key Findings

Table 1: Demographic Description of Samples

- The sample of parents who participated in this study was generally representative of parents in Minneapolis in terms of gender and ethnicity of youth, and geographic distribution.

- The sample of youth had slight variations from the general population of seven- to 14-year-old children and youth in Minneapolis. Our sample had slightly more Asian Americans and Hispanics, and fewer Caucasians than the general population for this age group, and some areas of the city were under or over represented in our youth sample.

Table 1
DEMOGRAPHIC DESCRIPTION OF SAMPLES

	All Youth Ages Seven to 14 in Minneapolis	Youth in Sample	Parents in Sample
TOTAL N	29,839	600	604
Gender of Youth (%)			
Boys	50	48	51
Girls	50	52	51
Grade of Youth[1] (%)			
3	--	31	33
5	--	28	34
7	--	14	33
8	--	27	0
Ethnicity of Youth (%)			
American Indian[2]	6	6	4
Asian American	8	14	9
African American	25	23	28
White	57	41	50
Biracial/Multiracial	--	15	9
Hispanic[2,3]	4	7	4
Non Hispanic	--	93	96
Geographic Areas of the City[4] (%)			
Camden	10	16	10
Near North	18	21	18
Northeast	9	11	12
University	3	7	3
Central	1	1	2
Phillips	7	7	5
Powderhorn	17	8	12
Longfellow	7	12	9
Nokomis	11	6	14
Calhoun-Isles	4	5	3
Southwest	13	7	12

[1]Percent does not sum to 100 percent because some respondents were in grades 4, 6, and 9. However, since the original survey was designed for grades 3, 5, 7, and 8, we include only those students here and in the remainder of this report.
[2]Sample size was small and therefore caution should be taken when interpreting these data. However, the samples do reflect the ethnic characteristics of the Minneapolis community.
[3]Hispanic may be of any race.
[4]City of Minneapolis planning districts were used as the geographic unit.

Table 2 describes the parent sample in terms of family income by ethnic and racial background. We were interested in the racial/ethnic backgrounds and the family income of our sample because youth and families with these characteristics may have very different patterns of program usage, barriers to participation, and recommendations.

One of the issues which arose out of our interviews with program providers and other key informants in Phase I was that participation in youth programs was more difficult for youth who moved frequently and that the population of very mobile youth was quite large. Number of times moved is one indication of the level of stability (or conversely, disruption) in the lives of young people. One might argue that youth who move frequently have a higher need for the support and continuity available through consistent participation in a youth program, and the consistency of the relationships with staff and youth in a particular program, than those who do not move frequently. However, while it may be more important for youth who move frequently to participate in youth programs, it may also be less likely. Families who move a lot may find it more difficult to determine what programs are available, may not know and therefore trust the program staff, and/or may experience a variety of stressors which come with frequent moves which prevent them from being able to take the time and effort involved in placing their children in youth programs.

Youth who move frequently may have a higher need for the support and continuity available through consistent participation in a youth program.

No systematic data about the number of times young people moved was available from other sources and thus it was asked in this study. As Table 3 indicates, 27 percent of youth in the sample had moved two or more times in the last year. There were substantial differences in mobility by ethnicity. For example, 56 percent of American Indian youth and 43 percent of African American youth had moved two or more times in the last year compared with 8 percent of Caucasian youth.

Key Findings

Table 2: Family Income by Ethnicity

- There were substantial differences in income by ethnicity. Well over half of the families of color in the parent sample had incomes of less than $20,000 per year, as compared with 22 percent of white families in the same income bracket.

- Multi-racial families appear to be less likely to fall into the category of severe poverty (annual income of < $10,000) than other families of color.

Table 3: Number of Times Moved in Last Year (Youth)

- More than one in four young people in our sample had moved two or more times in the last year, making participation in youth programs more important as a source of stability and relationship-building. However, such mobility may reduce or restrict involvement.

- There were clear differences in mobility by ethnicity: Fifty-six percent of American Indian and 43 percent of African American youth had moved two or more times in the last year, compared with 8 percent of white youth.

Table 2
FAMILY INCOME BY ETHNICITY

	Parents				
	Less than $10,000 (%)	$10,000 - $19,999 (%)	$20,000 - $29,999 (%)	$30,000 - $49,999 (%)	$50,000 or more (%)
American Indian	52	24	10	5	10
Asian American	34	30	12	10	14
African American	40	26	16	11	6
White	11	11	21	27	30
Bi/Multiracial	24	36	20	15	5
Hispanic	35	30	20	10	5
Total	24	20	19	19	18

Table 3
NUMBER OF TIMES MOVED IN LAST YEAR (YOUTH)

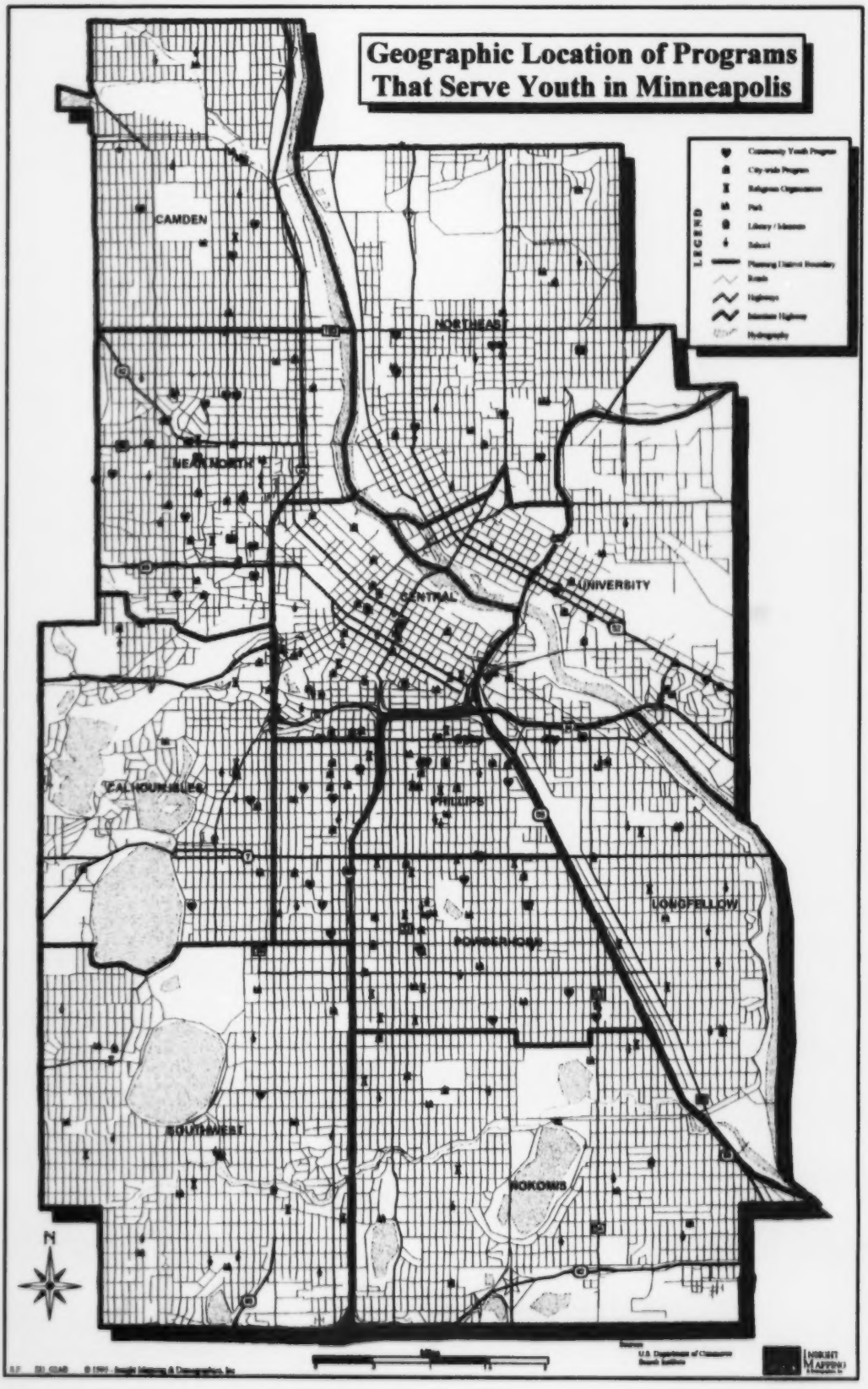
	0 (%)	1 (%)	2 (%)	3 or more (%)
American Indian	25	19	25	31
Asian American	48	21	16	15
African American	39	18	17	26
White	77	15	5	3
Bi/Multiracial	48	14	19	19
Hispanic	50	13	20	18
Total	56	17	13	14

Distribution of Programs

How many youth development programs are there in Minneapolis? Where are they located? How does program availability relate to the number of youth in different parts of the city? Where are the gaps in service?

Some of the research questions which gave rise to this study are: How many youth development programs are there in Minneapolis? Where are they located? How does program availability relate to the number of youth in different parts of the city? Where are the gaps in service? During Phases I and II, over 500 youth development programs at 352 sites were identified in Minneapolis (many sites or organizations had multiple programs). These sites are indicated on the following map and are loosely categorized by the type of sponsoring organization as indicated in Table 4: libraries and museums; religious affiliation; parks; schools; community-based youth programs; and city-wide programs. "City-wide" refers to those programs which have one central location but serve youth throughout the city (e.g., Big Brother/Big Sister, the Guthrie Theater), and/or who have one central office with programming at numerous, temporary or "roving" locations (e.g., Scouts). All schools, parks, and libraries are included here regardless of whether youth development programs were identified as actually occurring in these buildings because programming for youth varies regularly among these public sector sites but theoretically could be made available at most, if not all, of these sites. These youth development programs were identified through a variety of interviews, databases, directories, and other lists; clearly it is not an exhaustive list of youth programs. It is included here to give a general sense of the distribution of available programs.

Table 5 describes the mean income, number and percent of seven- to 14-year-old youth, and number of youth development programs by planning district. It indicates some surprising relationships. For instance, Central has the third highest mean income in the city, the lowest percentage of youth, and the third highest percentage of youth programs. Phillips, on the other hand, has the lowest mean income, is eighth in terms of percentage of youth, but has about the same number of youth programs as Calhoun Isles or Southwest—the planning districts with the highest mean incomes.



BEST COPY AVAILABLE

Key Findings

Table 4: Types of Programs (by Planning District)

- Near North and Powderhorn have the most identified community-based youth programs.
- Youth programs affiliated with congregations and other religious institutions appear to be more common in Powderhorn and Central.
- Southwest and Powderhorn have high concentrations of parks and schools.

Table 4
TYPE OF PROGRAMS (BY PLANNING DISTRICTS)

	Community Youth Programs	Citywide	Religious	Parks	Libraries and Museums	Schools	Total
Calhoun Isles	2	8	2	4	1	5	22
Camden	3	1	1	5	1	6	17
Central	2	22	7	3	2	9	45
Longfellow	2	4	4	6	1	7	24
Near North	16	14	2	6	2	8	48
Nokomis	6	4	3	9	1	7	30
Northeast	8	3	0	7	2	8	28
Phillips	6	7	4	4	1	5	27
Powderhorn	12	11	10	10	3	11	57
Southwest	2	0	5	11	2	9	29
University	4	9	0	4	3	5	25
Total	63	83	38	69	19	80	352

Key Findings

Table 5: Mean Income, Number of Youth ages seven to 14, and Number of Youth Development Programs (by Planning District)

- Camden, Near North, and Southwest have a smaller percentages of youth programs than percentages of youth.
- Central and University have a higher percentages of youth programs than percentages of youth.
- Phillips has the lowest mean income but about the same number of youth programs as the planning districts with the highest mean income.

Table 5
MEAN INCOME, YOUTH AGES SEVEN TO 14, AND YOUTH DEVELOPMENT PROGRAMS (BY PLANNING DISTRICTS)*

	Mean Income		Youth ages seven to 14		Youth Programs		Youth per Program
	$	Rank Order	Number	%	Number	%	(# of youth ÷ # of programs)
TOTAL for Minneapolis	$41,095		29,839		352		85
Camden	$35,014	7	2,874	10%	17	5%	169
Near North	$23,790	10	5,493	18%	48	14%	114
Northeast	$35,922	6	2,690	9%	28	8%	96
University	$34,557	8	910	3%	25	7%	36
Central	$49,632	3	325	1%	45	13%	7
Phillips	$17,218	11	2,078	6%	27	8%	77
Powderhorn	$26,058	9	4,952	17%	57	16%	87
Longfellow	$38,851	5	2,163	7%	24	7%	90
Nokomis	$45,278	4	3,410	11%	30	9%	114
Calhoun Isles	$72,883	1	1,105	4%	22	6%	50
Southwest	$61,879	2	3,839	13%	29	8%	132

*From 1990 Census Data

What Youth Do in the Non-School Hours

In general, youth spend more of their time after school in informal activities like hanging out in the neighborhood or at the mall, than in formal youth programs;

Tables 6-9 describe what youth say they do after school, in the evenings, on week-ends and during the summer, as well as what parents say their children do. Table 9 describes youth involvement in programs by grade, gender, and race/ethnicity. Of particular note from these tables are the following findings:

- In general, youth spend more of their time after school in informal activities like hanging out in the neighborhood or at the mall, than in formal youth programs;
- youth participation in formal youth programs [except sports], decreases with age;
- during the summer, 41 percent of youth report no involvement in formal youth programs.

In the youth survey we asked whether respondents were involved in at least one youth development program a week and analyzed responses by grade, gender, and race/ethnicity. Table 10 describes these data. American Indian and Asian American youth are the least likely to be involved in at least one youth program a week.

Key Findings

Table 6: What Minneapolis Youth Do After School

- Parents' and youths' perceptions of how youth spend their time after school are very dissimilar. In general, youth report more time in formal youth programs than do parents, less time at home with adults around, and more time at home without adults present.

- In general, youth spend much more of their time after school in informal activities than in formal youth programs. Youth spend most of their time after school at home with supervision (34%); hanging out in the neighborhood, mall, park, etc. (33%); at a friend's house (31%); and working for money (26%).

- The rank order of participation in formal youth programs is: sports teams (26%); volunteering (12%); religious youth programs (10%); community-based programs, e.g., Boys & Girls Club, YMCA, YWCA, Community Centers (10%); lessons (9%); parks (7%); schools (6%); national youth organizations (4%); and libraries and museums (3%).

- In general, youth participation in formal youth programs decreases with age; the exception is participation in sports teams and clubs which remains high throughout 5th, 7th and 8th grade.

- The only activity that increases with age is staying home without adults around. This ranges from 14 percent of third graders to 31 percent of eighth graders.

Table 6
WHAT MINNEAPOLIS YOUTH DO AFTER SCHOOL*

How often do you . . . ?		Percent who do this . . . Never	Sometimes	Most of the time
Hang out in the neighborhood, a mall or park				
	Grade 3	19	46	34
	Grade 5	15	58	27
	Grade 7	7	55	38
	Grade 8	14	51	35
	Total	15	52	33
	Parents	48	38	15
Hang out at a friend's home				
	Grade 3	24	46	30
	Grade 5	5	66	29
	Grade 7	4	55	41
	Grade 8	12	59	30
	Total	13	56	31
	Parents	37	54	9
Go home and stay there, with adults around				
	Grade 3	14	36	50
	Grade 5	16	49	35
	Grade 7	25	60	15
	Grade 8	27	50	23
	Total	20	47	34
	Parents	13	37	51
Go home and stay there, without adults around				
	Grade 3	48	39	14
	Grade 5	25	57	18
	Grade 7	11	70	18
	Grade 8	19	49	31
	Total	29	51	20
	Parents	52	37	11
Go to a relative's house				
	Grade 3	41	46	14
	Grade 5	24	58	17
	Grade 7	51	42	7
	Grade 8	60	32	8
	Total	43	45	12
	Parents	67	29	5
Go to day care/child care				
	Grade 3	83	7	10
	Grade 5	84	10	6
	Grade 7	99	0	1
	Grade 8	97	3	1
	Total	89	6	5
	Parents	89	4	7

*All data are percentages. Parents refers to parents' reports of their seven- to 14-year-old children.

Table 6
WHAT MINNEAPOLIS YOUTH DO AFTER SCHOOL* (continued)

How often do you . . . ?	Percent who do this . . . Never	Sometimes	Most of the time
Stay at school for an after-school program			
Grade 3	83	14	3
Grade 5	63	26	11
Grade 7	65	28	7
Grade 8	63	34	3
Total	69	25	6
Parents	60	37	3
Go to a youth program at a park (like YMAP)			
Grade 3	65	26	9
Grade 5	60	30	10
Grade 7	67	29	4
Grade 8	82	15	3
Total	69	24	7
Parents	80	15	5
Go to a youth program at a library, science, history, or art museum			
Grade 3	73	23	4
Grade 5	76	20	3
Grade 7	85	12	3
Grade 8	89	11	0
Total	80	18	3
Parents	82	16	2
Go to a Scouts, Camp Fire, or 4-H program			
Grade 3	77	16	7
Grade 5	80	15	5
Grade 7	90	5	4
Grade 8	89	11	0
Total	83	13	4
Parents	87	12	2
Go to a youth program at Boys & Girls Club, YMCA, YWCA, Community Center			
Grade 3	69	21	10
Grade 5	55	30	15
Grade 7	65	26	8
Grade 8	75	21	4
Total	66	24	10
Parents	78	16	7

*All data are percentages. Parents refers to parents' reports of their seven- to 14-year-old children.

Table 6
WHAT MINNEAPOLIS YOUTH DO AFTER SCHOOL* (continued)

How often do you . . . ?	Percent who do this . . . Never	Sometimes	Most of the time
Play on a sports team or sports club			
Grade 3	55	28	17
Grade 5	36	31	33
Grade 7	45	29	26
Grade 8	53	19	28
Total	48	26	26
Parents	64	27	9
Go to a youth program at a church or other religious place			
Grade 3	51	36	13
Grade 5	62	26	12
Grade 7	60	33	7
Grade 8	62	32	6
Total	58	32	10
Parents	72	23	5
Go to lessons (music, art, theater)			
Grade 3	62	25	13
Grade 5	63	27	10
Grade 7	67	25	8
Grade 8	73	24	3
Total	66	25	9
Parents	79	20	1
Volunteer			
Grade 3	38	51	11
Grade 5	37	45	18
Grade 7	52	34	14
Grade 8	70	26	4
Total	48	40	12
Parents	84	14	2
Work for money (baby-sit, paper route)			
Grade 3	35	43	22
Grade 5	21	44	34
Grade 7	18	56	26
Grade 8	34	46	20
Total	29	46	26
Parents	67	28	5

*All data are percentages. Parents refers to parents' reports of their seven- to 14-year-old children.

Key Findings

Table 7, 8, and 9: What Minneapolis Youth Do On School Nights, Weekends, and During the Summer

- Youth spend the majority of their time on school nights at home with supervision.
- On weekends, youth are still home with adults around but spend just about as much time hanging out in the neighborhood.
- During the summer, hanging out in the neighborhood, at a park, or mall is the most frequent use of time.
- While participation in youth programs is greater in the summer than on school nights or weekends, so too is time spent at home without adults around, and hanging out in the neighborhood.
- During the summer, 41 percent of youth report no involvement in youth programs.
- Parents' perceptions of how youth spend their leisure time does not match youths' perceptions.

Table 7
WHAT MINNEAPOLIS YOUTH DO ON SCHOOL NIGHTS*

How often. . . ?		Percent who do this . . . Never	Sometimes	Most of the time
Are you home with adults around				
	Grade 3	7	25	68
	Grade 5	1	35	64
	Grade 7	7	44	49
	Grade 8	2	39	59
	Total	4	34	62
	Parents	1	9	89
Are you home without adults around				
	Grade 3	51	38	11
	Grade 5	41	55	5
	Grade 7	19	72	9
	Grade 8	14	72	14
	Total	34	56	10
	Parents	65	32	3
Do you hang out in the neighborhood, at a park, or mall				
	Grade 3	42	40	18
	Grade 5	38	39	23
	Grade 7	20	54	26
	Grade 8	21	54	25
	Total	32	46	22
	Parents	55	34	10
Do you go to a youth program (like a Park program, Scouts, sports team, Boys & Girls Club, religious group, rec center, YMCA)				
	Grade 3	52	30	19
	Grade 5	43	37	21
	Grade 7	48	35	17
	Grade 8	52	33	15
	Total	49	33	18
	Parents	45	41	14

*All data are percentages. Parents refers to parents' reports of their seven- to 14-year-old children.

Table 8
WHAT MINNEAPOLIS YOUTH DO ON WEEKENDS*

How often. . . ?		Percent who do this . . . Never	Sometimes	Most of the time
Are you home with adults around				
	Grade 3	6	40	54
	Grade 5	7	46	47
	Grade 7	17	59	24
	Grade 8	17	57	26
	Total	11	49	40
	Parents	1	16	84
Are you home without adults around				
	Grade 3	47	46	7
	Grade 5	26	67	7
	Grade 7	24	69	7
	Grade 8	16	74	10
	Total	29	63	8
	Parents	57	41	2
Do you hang out in the neighborhood, at a park, or mall				
	Grade 3	25	46	29
	Grade 5	12	48	39
	Grade 7	10	41	49
	Grade 8	12	46	42
	Total	16	46	38
	Parents	41	47	13
Do you go to a youth program (like a Park program, Scouts, sports team, Boys & Girls Club, religious group, rec center, YMCA)				
	Grade 3	53	30	17
	Grade 5	46	35	19
	Grade 7	59	28	13
	Grade 8	56	33	10
	Total	53	32	15
	Parents	45	44	11

*All data are percentages. Parents refers to parents' reports of their seven- to 14-year-old children.

Table 9
WHAT MINNEAPOLIS YOUTH DO DURING THE SUMMER*

How often. . . ?		Percent who do this . . . Never	Sometimes	Most of the time
Are you home with adults around				
	Grade 3	12	41	47
	Grade 5	14	50	36
	Grade 7	24	59	17
	Grade 8	21	52	27
	Total	16	49	34
	Parents	4	24	73
Are you home without adults around				
	Grade 3	48	41	11
	Grade 5	26	57	16
	Grade 7	17	58	25
	Grade 8	15	59	26
	Total	29	53	18
	Parents	49	44	7
Do you hang out in the neighborhood, at a park, or mall				
	Grade 3	22	41	37
	Grade 5	11	40	49
	Grade 7	10	37	54
	Grade 8	7	35	58
	Total	13	39	48
	Parents	39	45	16
Do you go to a youth program (like a Park program, Scouts, sports team, Boys & Girls Club, religious group, rec center, YMCA				
	Grade 3	42	35	23
	Grade 5	31	36	33
	Grade 7	44	37	19
	Grade 8	47	31	22
	Total	41	35	25
	Parents	31	45	24

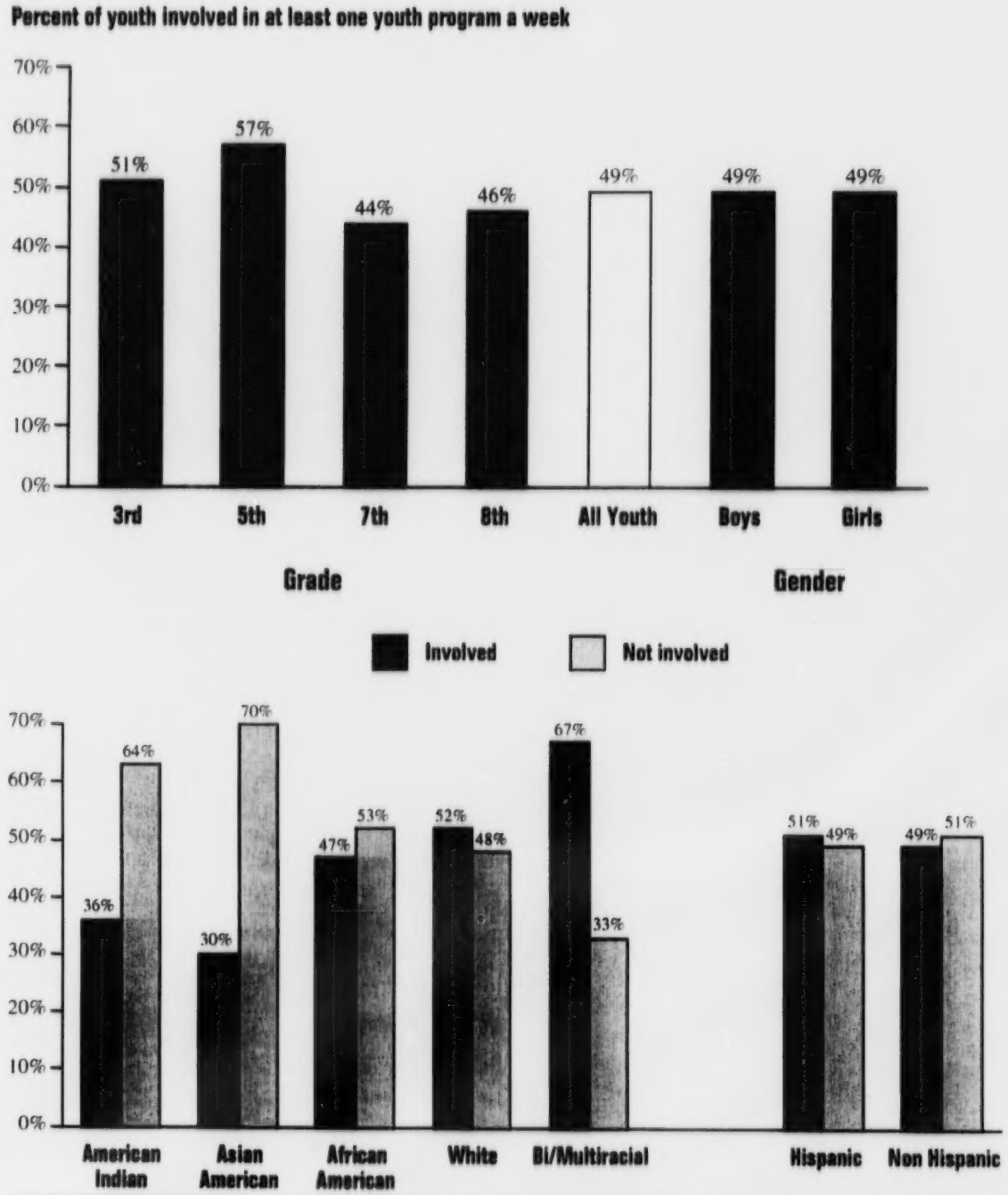
*All data are percentages. Parents refers to parents' reports of their seven- to 14-year-old children.

Key Findings

Table 10: Youth Involvement in Programs, by Grade, Gender, and Ethnicity

- About half of all 3rd, 5th, 7th, and 8th grade youth in Minneapolis participate in at least one formal youth program a week. There is a slight decrease in participation as age increases.
- There are no gender differences in at-least weekly participation in formal youth programs.
- Multi-racial youth are the highest participators.
- The vast majority of Asian American and American Indian youth surveyed do not participate in any youth development programs.

Table 10
Youth Involvement in Programs, by Grade, Gender, and Ethnicity



Places to Grow: Perspectives on Youth Development Opportunities for Seven to 14-Year-Old Minneapolis Youth
Page 28

Youth and Parents' Opinions about Quantity of Programs, Access to Information, and Type of Programs

This section is divided into three parts. It includes youth and parents' opinions about the adequacy of the availability of youth programs (are there enough), information about what is available, and preferences for different types of youth development programs.

Are There Enough Programs?

In general, about half of all parents and youth surveyed said there were not enough youth programs available during the school year. Parents and youth were somewhat more satisfied with the availability of youth programs during the summer. Families with the lowest incomes were least satisfied with the availability and/or amount of programs; families with the highest incomes were the most satisfied (see Tables 11 and 12).

Families with the lowest incomes were least satisfied with the availability or amount of programs; families with the highest incomes were the most satisfied.

Information About What is Available

Parents and youth indicated in both the survey and through our discussions that they wanted more information about what is available, where and when (see Table 13). When asked about recommendations for a process for disseminating information about youth programs, youth preferred a telephone hotline while parents' first preference was a printed directory followed by a telephone hotline (see Tables 14 and 15). In addition to the methods listed in the survey, parents in focus groups said that program staff need to get out in the community and meet parents and youth who live in the neighborhood in order to increase both knowledge of what is available and participation. As several parents put it:

> *The people in charge of planning these activities need to get out of their offices and come down here and have fun with us.*
>
> *You need to talk to people, welcome them, you need to provide more human contact. Flyers won't do any good without human contact.*
>
> *When I think about what I learned about community organizing, the one thing that got me through was that I wasn't afraid to knock on doors and get to know the people.*
>
> *Program staff will need to get out there and do home visits and they need to be people who speak the language of the parents.*

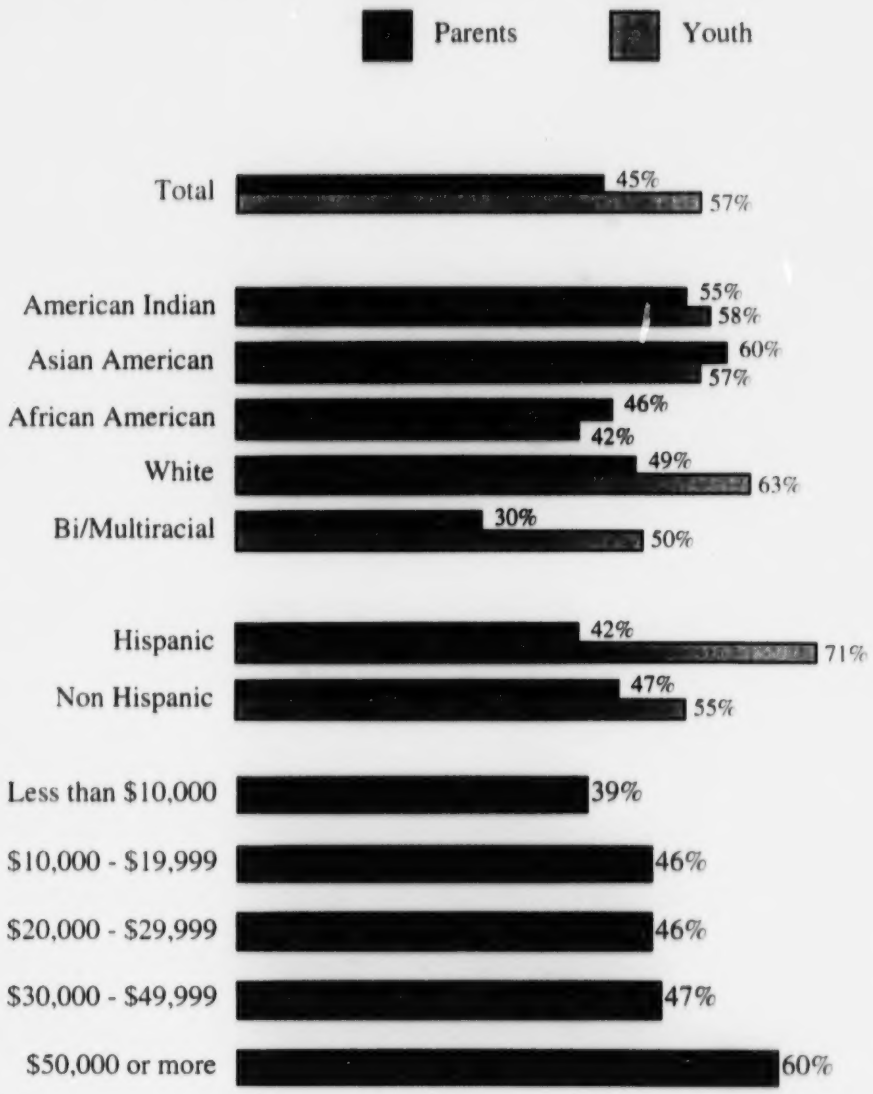
Key Findings

Tables 11 and 12: Are There Enough Youth Programs During the School Year and During the Summer, by Ethnicity and Family Income (Youth and Parents)

- In general, about half of parents and youth felt that there were not enough youth programs available during the school year.
- Multi-racial parents were the most dissatisfied with the quantity of school year youth programs, but their youth were satisfied.
- Youth and parents were more satisfied with the quantity of summer programs than school year programs.
- Youth tended to be more content with the quantity of both school year and summer programs than parents.
- Hispanic youth were the most satisfied with the quantity of both school year and summer programs.
- African American youth were the least satisfied with quantity of both school year and summer programs.
- Asian American parents were most satisfied with availability of both school year and summer programs.
- Families with the lowest incomes were least satisfied with the availability of programs; families with the highest income were most satisfied.

Table 11
ARE THERE ENOUGH YOUTH PROGRAMS DURING THE SCHOOL YEAR BY ETHNICITY AND FAMILY INCOME* (YOUTH AND PARENTS)

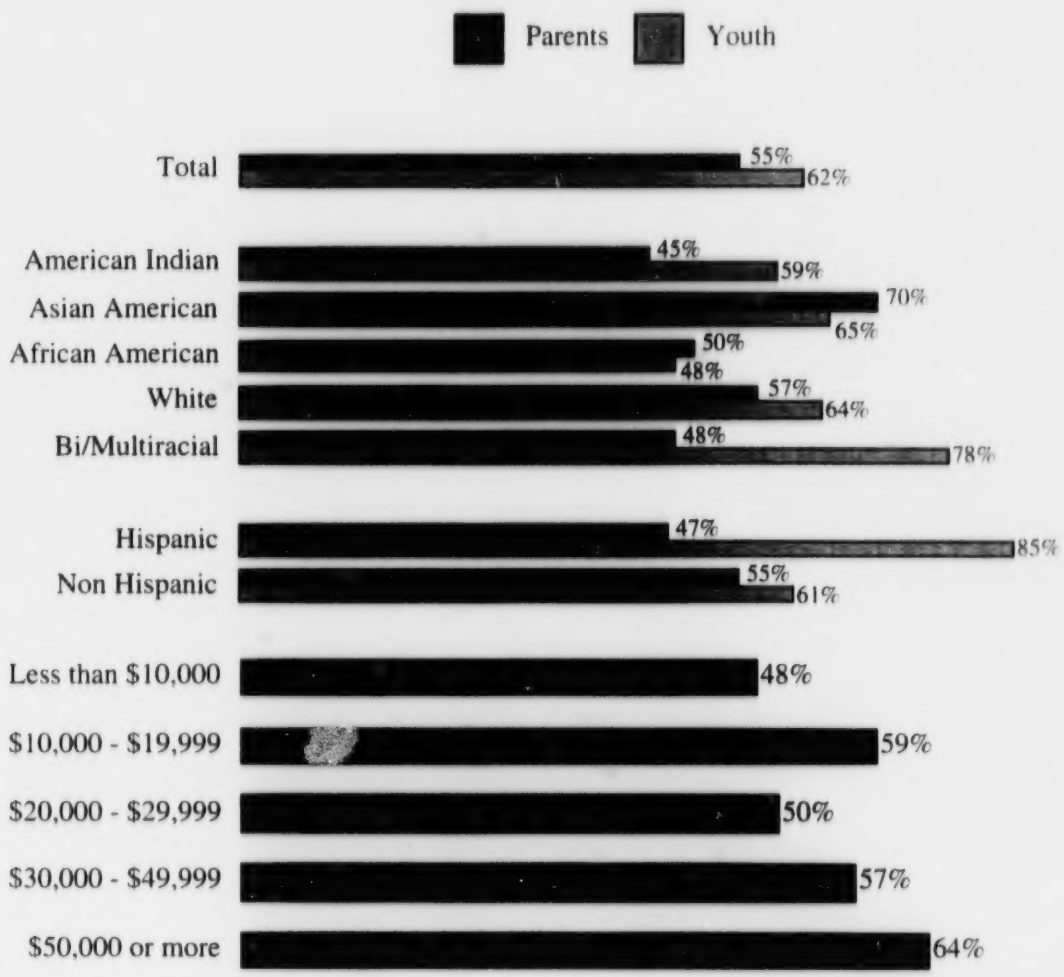
Percent reporting there are enough youth programs during the school year.



*Family income was available only in the parent data.

Table 12
ARE THERE ENOUGH YOUTH PROGRAMS DURING THE SUMMER BY ETHNICITY AND FAMILY INCOME* (YOUTH AND PARENTS)

Percent reporting there are enough youth programs during the summer



*Family income was available only in the parent data.

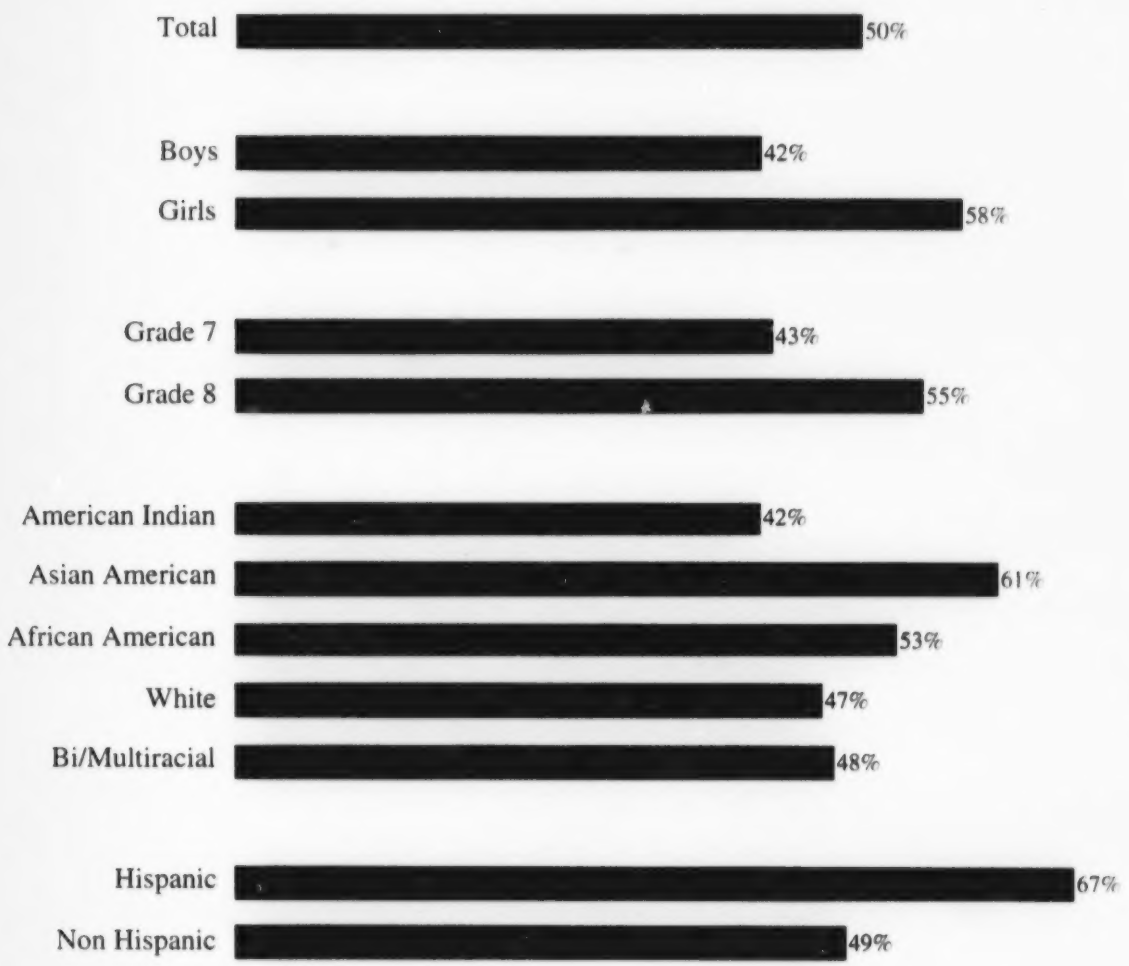
Key Findings

Table 13: Youth Requesting More Information About Availability of Programs (Middle School only)

- Girls tend to want more information about the availability of youth programs than do boys.
- 8th graders tend to want information more than 7th graders.
- Over half of Hispanic, Asian American, and African American youth say they would like more information about the availability of youth programs.

Table 13
YOUTH REQUESTING MORE INFORMATION ABOUT AVAILABILITY OF PROGRAMS*

Percent who would you like more information about what programs are available.



*Middle School students only.

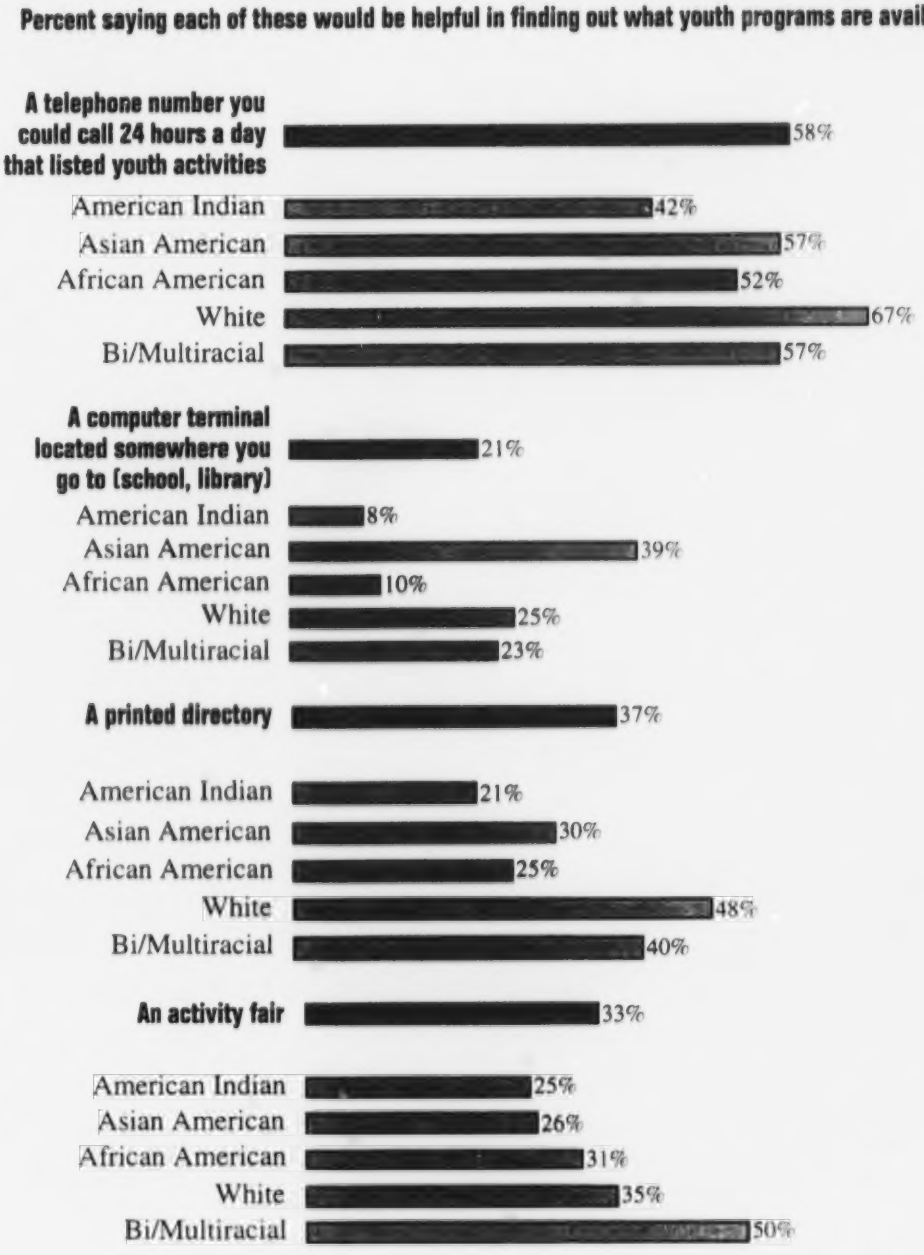
Key Findings

Table 14: What Middle School Youth Consider Most Helpful in Finding Out About Youth Programs, by Ethnicity

- Youth would prefer a 24-hour telephone hotline describing youth activities.

- Youth of all races had similar preferences with two exceptions: Asian American youth preferred computer terminals and African American youth preferred activity fairs to printed directories.

Table 14
What Middle School Youth Consider Most Helpful in Finding out About Youth Programs by Ethnicity



Key Findings

Table 15: What Parents Consider Most Helpful in Finding Out About Youth Programs, by Family Income

- The preferred method of access to information for parents was a printed directory.
- Parents' preferences were not related to income level except that higher income parents preferred computer terminals over activity fairs.

Table 15
What Parents Consider Most Helpful in Finding Out About Youth Programs by Family Income

Percent reporting each of these would be most helpful in finding out what youth programs are available.

Types of Programming

Table 16 describes types of activities of which young people said they would like to do more. Over half of the youth said they would like to do more of almost everything. The number one thing youth would like to do more of is "get a job for money." Other key findings are that 59 percent of youth said they would like to spend more time with their parents or guardians and 54 percent said they would like to volunteer to help other people or their community. These data do not support the common perception of youth—irresponsible, lazy, and lacking values and morals—which is so prevalent in society today.

These data do not support the common perception of youth—irresponsible, lazy, and lacking values and morals—which is so prevalent in society today.

Young people give strong support for more informal programs or places where their time is not overly structured, where they can stop by and hang out and be more spontaneous in choosing what they want to do. For example, 77 percent of youth said they would like more free time in a gym or rec center; 71 percent said they would like to be able to go to a safe place with their friends [like a drop in center] and hang out without being hassled. In the focus groups, young people made it clear that their time was so structured during the school day that what they really wanted was a safe place to just "chill" and relax with other youth, where there were things to do if you wanted to participate but you didn't have to, where you didn't have to sign-up for a particular activity at a particular time but rather could feel free to come and go as you please. They talked about this in these ways:

> *It needs to have a variety of choices, but not be on such a schedule. It shouldn't be so structured.*
>
> *Basically with open doors. It should be open a lot, even week-ends and no memberships.*
>
> *I'm interested in sitting with homies and talking to girls.*
>
> *Places like The Industry are fun because they're places to just hang out. You could make it like an adult bar, only serve juice instead of alcohol, but have music and dancing.*
>
> *I want a place where you feel comfortable, a place that's familiar, a place where you know the people there, a place*

where you can come and go, and not have to stay the whole time and do only what the staff tells you to do.

Perhaps the strongest, clearest message from the focus groups was that young people want programs for specific age groups. They said that programs often serve too wide of an age range, where 12 and 13 year olds are in the same program with 9 and 10 year olds, and these programs were perceived as programs for "little kids." However, youth did suggest using older teenagers as staff members. They also said that, because they often have to care for younger siblings, organizations should have separate programs for younger children in the same building where they could take their younger siblings and then go participate in a program for their age group.

Many youth in the focus groups also said that they would like more opportunities to compete in leagues where you can "go to state and regional tournaments." Other youth, however, said that competitive sports were not something they felt comfortable participating in because they weren't good enough. For those who do wish to compete, there appears to be far fewer opportunities to do so in the city than in the suburbs. In our key informant interviews with representatives of amateur sports clubs (e.g., traveling hockey or soccer teams) it was noted that there are far fewer clubs in the city, most likely due to the fact that participation in many amateur sports clubs cost a substantial amount of money.

What youth want to do more of by grade, gender and ethnicity is described in Tables 17 and 18.

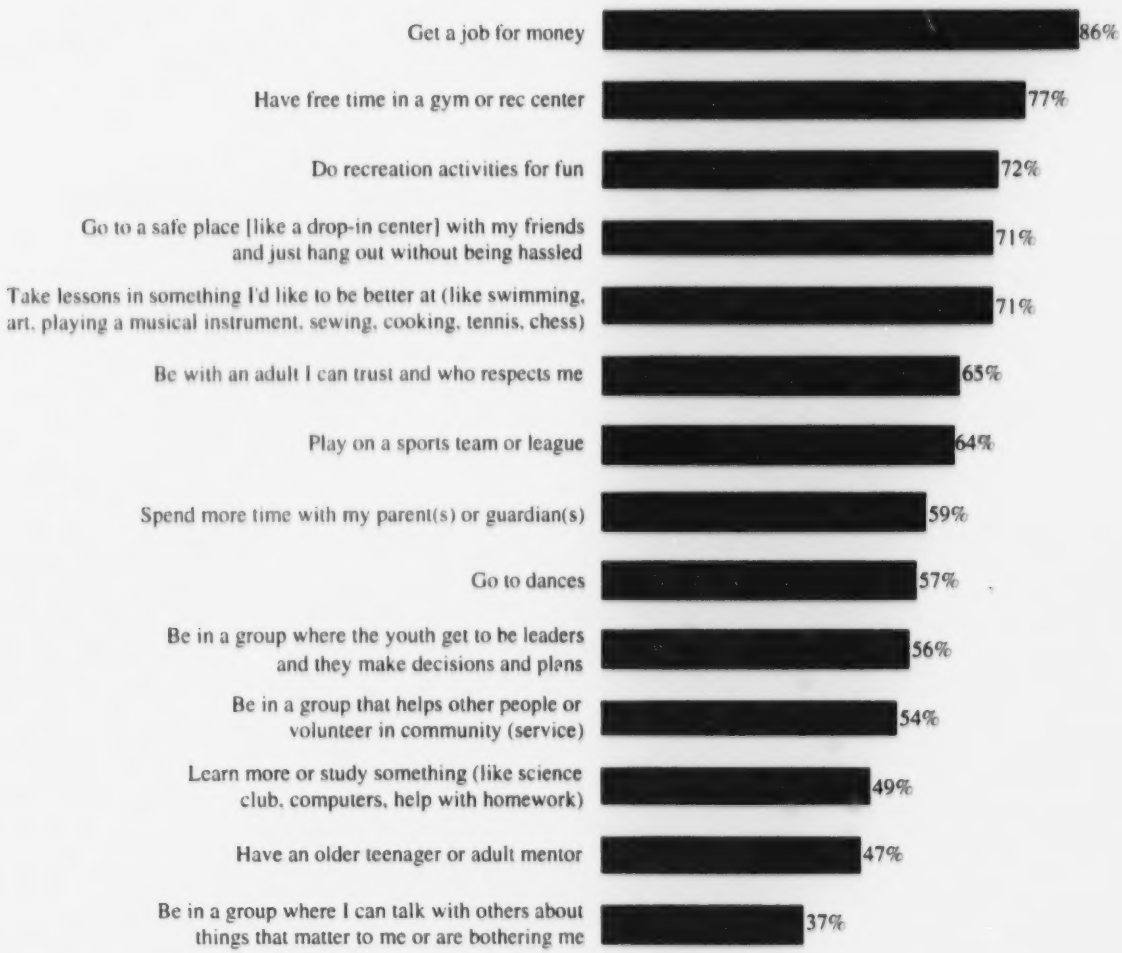
Key Findings

Table 16: What Youth Want to Do More Of

- The vast majority of all young people in this study would like to be able to get a job for money.
- Over half of the youth in this study said they would like to do more of almost everything; 11 out of 14 of the activities listed were indicated by 50 percent or more of respondents.
- Young people appear to want more opportunities which are somewhat informal and not highly structured (e.g., have free time in a gym, hang out in a "drop in" center).
- Some surprising findings include:
  - Sixty-five percent of youth said they would like more contact with an adult they can trust and who respects them
  - Fifty-nine percent said they would like to spend more time with their parents or guardians
  - Fifty-four percent said they would like to be more involved in volunteer service

Table 16
What Youth Want to Do More of

Percent who would like to do each activity.


Get a job for money
86%
Have free time in a gym or rec center
77%
Do recreation activities for fun
72%
Go to a safe place [like a drop-in center] with my friends and just hang out without being hassled
71%
Take lessons in something I'd like to be better at (like swimming, art, playing a musical instrument, sewing, cooking, tennis, chess)
71%
Be with an adult I can trust and who respects me
65%
Play on a sports team or league
64%
Spend more time with my parent(s) or guardian(s)
59%
Go to dances
57%
Be in a group where the youth get to be leaders and they make decisions and plans
56%
Be in a group that helps other people or volunteer in community (service)
54%
Learn more or study something (like science club, computers, help with homework)
49%
Have an older teenager or adult mentor
47%
Be in a group where I can talk with others about things that matter to me or are bothering me
37%

BEST COPY AVAILABLE

Key Findings

Tables 17 and 18: What Youth Want to Do More of By Grade, Gender, and Ethnicity

- There were interesting gender differences in preferences for activities. The rank order of activity preferences for boys was get a job, free time in a gym or rec center, and play on a sports team or club. Girls also wanted to get a job, followed by doing recreation activities just for fun, and taking lessons.

- The top three activities for third graders were: spend more time with parents or guardians; free time in a gym or rec center; recreation activities for fun.

- The top three activities for 5th and 7th graders were: get a job; free time in a gym or rec center; and hang out at a drop in center.

- For 8th graders, the top three activities were: get a job; hang out in a drop in center; and go to dances.

- There were several interesting differences in requests for activities by ethnicity:
  - Free time in a gym was requested by fewer white and Hispanic youth than other youth
  - Being with a trusted adult who is respectful was requested by more youth of color than white youth
  - Going to dances was not reported as an interest by Asian American youth

Table 17
What Youth Want to Do More of By Grade and Gender

	Percent Reporting Yes					
	Gender		Grade			
	Boys	Girls	3	5	7	8
Get a job for money	86	87	81	93	89	85
Have free time in a gym or rec center	83	72	84	85	78	60
Do recreation activities for fun	66	79	82	80	69	60
Take lessons in something I'd like to be better at (like swimming, art, playing a musical instrument, sewing, cooking, tennis, chess)	62	79	76	79	61	60
Go to a safe place [like a drop-in center] with my friends and just hang out without being hassled	68	73	65	81	73	67
Be with an adult I can trust and who respects me	61	68	80	71	57	44
Play on a sports team or league	73	57	66	74	58	56
Spend more time with my parent(s) or guardian(s)	57	62	83	61	39	38
Go to dances	40	72	51	55	68	66
Be in a group where the youth get to be leaders and they make decisions and plans	50	62	56	65	50	47
Be in a group that helps other people or volunteer in community (service)	41	66	61	60	39	46
Learn about or study something (like science club, computers, help with homework)	44	54	69	48	29	38
Have an older teenager or adult mentor	42	52	64	53	39	31
Be in a group where I can talk with others about things that matter to me or are bothering me	32	41	49	32	30	33

Table 18
WHAT YOUTH WANT TO DO MORE OF BY ETHNICITY

	Percent Reporting Yes						
	Ethnicity						
	American Indian	Asian American	African American	White	Bi/Multi racial	Hispanic	Non Hispanic
Get a job for money	81	83	89	84	92	93	86
Have free time in a gym or rec center	78	81	90	68	84	70	78
Do recreation activities for fun	68	81	73	68	80	65	73
Take lessons in something I'd like to be better at (like swimming, art, playing a musical instrument, sewing, cooking, tennis, chess)	75	68	65	72	78	85	70
Go to a safe place [like a drop-in center] with my friends and just hang out without being hassled	69	65	76	66	82	78	71
Be with an adult I can trust and who respects me	78	73	70	55	74	68	66
Play on a sports team or league	50	56	71	62	74	67	64
Spend more time with my parent(s) or guardian(s)	63	68	67	53	55	58	60
Go to dances	50	38	68	50	74	69	56
Be in a group where the youth get to be leaders and they make decisions and plans	47	47	66	51	74	65	57
Be in a group that helps other people or volunteer in community (service)	46	57	64	44	63	63	53
Learn about or study something (like science club, computers, help with homework)	40	60	64	37	56	55	50
Have an older teenager or adult mentor	51	44	61	35	67	55	48
Be in a group where I can talk with others about things that matter to me or are bothering me	46	41	47	28	36	45	37

In the survey, parents were asked to indicate whether they believe youth need more opportunities to participate in 14 different kinds of programs (see Table 19). Three out of four parents said they wanted more youth employment programs; 74 percent said they wanted more programs that taught social skills (e.g., how to get along with and respect others); 72 percent said they wanted more hobby clubs. Table 20 describes what parents want more of by race/ethnicity.

Parents in the focus groups often echoed what the survey indicates: They want youth employment programs, programs that teach different hobbies and skills, programs that give youth new experiences and broaden their horizons.

> *It's a problem for children who want to work. Why do they say, "This child does not qualify?" They want to know about food stamps. If a child wants to work, let them work!*
>
> *Something to brighten up the kids, to show them that The Projects is not it, for them to go out to Minnetonka or something. Let them know that there's something more for them than The Projects, away from this tight concentration of people.*
>
> *My children have been the victims of sexual and physical abuse. I want martial arts training for my kids but so far the only places offering it are too far away and cost too much money.*
>
> *I think our youth need more field trips—like to the ocean. I come from Laos and I can't believe my kids have never seen the ocean.*
>
> *Give us all computers! Give technology to people and help them dream. How about an Internet hookup for lower income people? Do it in every neighborhood.*

Parents also talked about the need for community involvement and volunteers in programs, as well as programs for youth with their parents:

> *What we need is for the for-profits to work in conjunction with the non-profits. They need to brainstorm and combine their services to foster positive role models.*
>
> *They need a program where kids get to spend a day with a government official or other adults in the community. What is*

it like to be the Mayor, or to run a business? They could go to special activities at Honeywell or the City Council. Talk to a Senator or Council member or Mayor. Spend a day with a policeman, or a fireman, or a bus driver. And let the adults be dressed like the kids. We need to find adults that are willing to do this.

Or like the Boys and Girls clubs, they can use help too. They have a weight room, but they're so understaffed it's not being used. What they need are volunteers to come in.

. . .more things for parents and children to do together. Like ceramic classes, painting, even baseball and softball. Get the mothers and fathers exercising. This will take away the need for finding child care because they'll all be together.

Parents in focus groups were mixed in their opinions about whether programs should be available that include, and are designed for, youth of only one ethnic background, or whether it is better for programs to have a mix of ethnic groups. It appeared that most American Indian and some Southeast Asian parents preferred mono-cultural programs (i.e., programs for one ethnic group) more than any of the other ethnic groups. However, this may be a reflection of the particular individuals in our focus groups and may not reflect a majority opinion of these ethnic groups represented. Parents talked about this in these ways:

The mixing of cultures is good. They learn to get along. At first they don't want to mix because they was afraid. Now they're getting along a lot better.

I'm from Chicago and we didn't interact with other cultures. Here we do. I want my child to participate in this because if not, their minds won't open.

We need more cross cultural understanding programs for kids AND parents.

People need to understand that we're different. Even after hundreds of years we're still the people we were hundreds of years ago. Our children are more stimulated by music, art, and creative learning—learning about our culture—rather than math and English.

Our children don't know how to speak the language of the country I come from. We need to teach our kids about our language and our traditions.

Key Findings

Table 19: What Parents Want More of for Youth

- Two-thirds or more of parents indicate that they would like to have more of these types of programs available: (in rank order) youth employment programs, social skill enhancement programs, hobby clubs, community service programs, programs teaching values, academic enhancement programs, and programs dealing with self esteem.

Table 19
WHAT PARENTS WANT MORE OF FOR YOUTH

	Percent Reporting		
	Need more of this	Don't need more of this	Not sure
Music, art, drama, or dance	62	14	24
Programs dealing with self esteem	68	11	21
Programs dealing with racial identity	47	21	31
Programs teaching social skills (e.g., how to get along with others, respect others)	74	10	16
Academic tutoring or support programs	69	12	19
Sports teams or leagues	49	36	15
Recreation and fitness programs	59	25	16
Religious education programs	36	36	29
Girl only programs	42	28	30
Boy only programs	37	35	29
Community service programs	71	11	18
Vocational education/youth employment programs	75	8	17
Programs teaching values	70	11	19
Hobby clubs	72	12	17

Key Findings

Table 20: What Parents Want More of By Child's Ethnicity

- A higher percentage of parents of African American youth and American Indian youth indicated a need for more programs than parents of any other youth for 11 of the 14 types of programs which were listed.

- Some of the more dramatic differences across ethnicity include:
  - white parents saw substantially less need for programs dealing with racial identity
  - religious education was seen as needed by substantially more parents of African American and Hispanic youth
  - girl only and boy only programs were viewed by more parents of African American parents as a need

Table 20
WHAT PARENTS WANT MORE OF (BY CHILD'S ETHNICITY)

	Percent reporting "Need more of this"						
	Ethnicity						
	American Indian	Asian American	African American	White	Bi/Multi racial	Hispanic	Non Hispanic
Music, art, drama, or dance	67	43	71	59	61	76	61
Programs dealing with self esteem	80	54	82	61	73	67	68
Programs dealing with racial identity	70	56	75	28	54	52	47
Programs teaching social skills (e.g., how to get along with others, respect others)	76	70	87	67	78	71	74
Academic tutoring or support programs	81	69	79	63	67	86	69
Sports teams or leagues	71	63	58	42	47	48	50
Recreation and fitness programs	70	60	71	54	47	70	59
Religious education programs	25	33	61	23	28	63	35
Girl only programs	43	33	59	37	33	40	43
Boy only programs	38	30	56	29	34	20	37
Community service programs	71	57	74	73	60	70	71
Vocational education/youth employment programs	81	68	83	71	79	76	75
Programs teaching values	67	60	82	65	74	76	70
Hobby clubs	70	58	76	74	71	67	73

Barriers to Participation

Table 21 describes what middle school youth say are the barriers to participation or reasons why they do not participate in more youth development programs. Table 22 describes barriers to participation by ethnicity. The most common barriers cited by youth overall were lack of interest in available activities, transportation, and lack of knowledge of what is available. Discomfort with program staff was cited by more youth of color than white or Hispanic youth. Fear of safety getting to and from an activity was cited by more Asian American youth than other groups.

Discomfort with the program staff was cited [as a barrier] by more youth of color than white or Hispanic youth.

In the focus groups, young people echoed many of the same barriers listed in the survey (cost, transportation/proximity, lack of interesting activities, safety).

> *It's not just a matter of needing more transportation. If you can't walk there then it's too far away.*
>
> *Ain't nobody takin' no bus across town every day just to get to a program.*
>
> *Sometimes it's hard with programs at the YMCA or at a church that if you don't belong, then there's nothing you can do with them.*
>
> *Some things I don't do like, like sports stuff, because I'm not very good at it.*
>
> *I'm scared of being the worst.*
>
> *I have enough time but my parents don't. I need them to take me there.*
>
> *My parents don't like the program.*
>
> *My parents don't like the people.*
>
> *The kids that go there are a different race and I don't feel comfortable.*
>
> *I don't like the kids who hang there.*

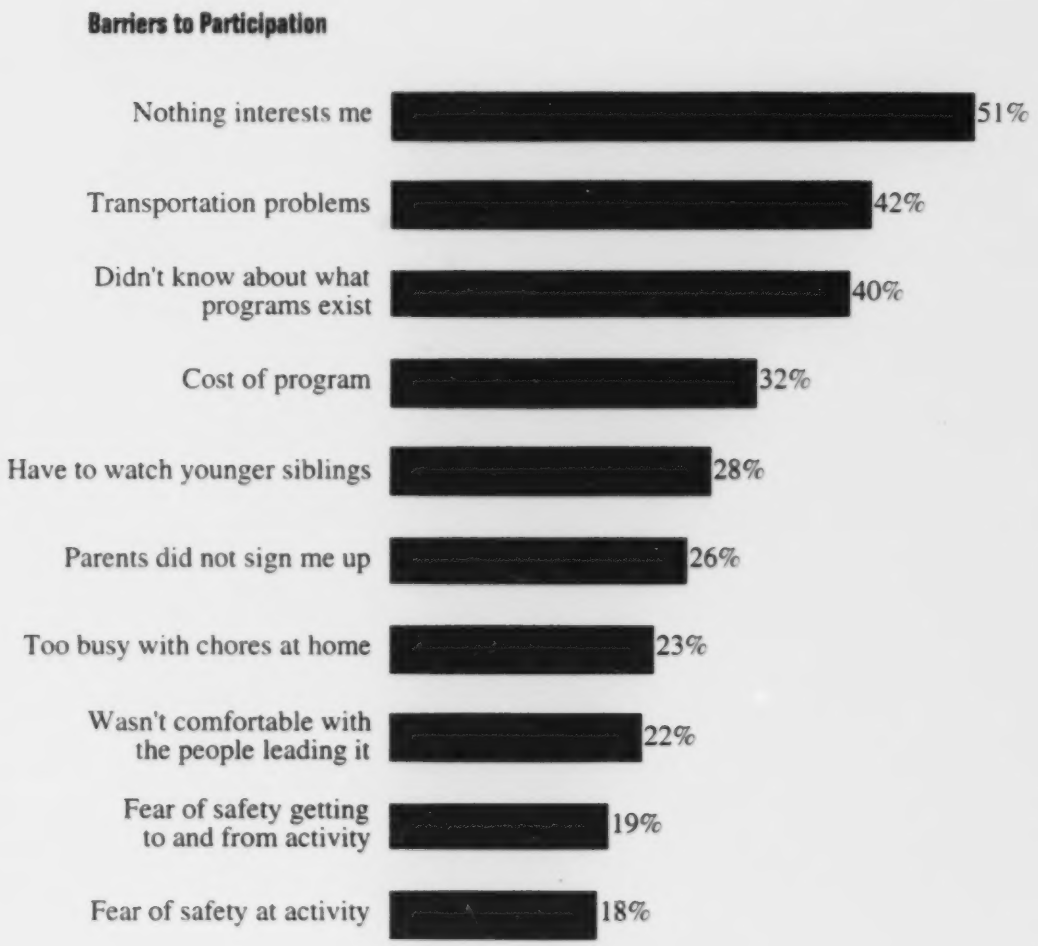
Key Findings

Table 21: Barriers to Participation (Middle School youth)

- The most common reason for non-participation was lack of interest in activities.
- Transportation problems and not knowing what programs exist were the second and third most frequently cited barrier.

Table 21
BARRIERS TO PARTICIPATION*

Percent saying each of these has kept them from going to a club or youth program.



*Only Middle School students were asked this question, hence data reported reflect 7th-8th grade respondents.

Key Findings

Table 22: Barriers to Participation (by Ethnicity)

- Hispanic youth are less likely to cite barriers to participation than other youth.
- Discomfort with the people leading the program was indicated by more American Indian and other youth of color than white or Hispanic youth.
- Fear of safety getting to and from activities was indicated by more Asian American youth than other groups.
- Not knowing that programs exist was a barrier for more multi-racial youth than other youth.

Table 22
BARRIERS TO PARTICIPATION BY ETHNICITY

Percent reporting each of these has kept them from going to a club or youth program.

	Ethnicity						
	American Indian	Asian American	African American	White	Bi/Multi racial	Hispanic	Non Hispanic
Nothing interest me	48	39	57	50	52	36	51
Transportation problems	30	43	44	42	40	31	42
Didn't know about what programs exist	35	35	39	37	61	27	41
Cost of program	30	35	34	31	31	20	32
Have to watch younger siblings	22	35	35	25	31	20	30
Parents did not sign me up	26	23	24	26	32	13	27
Too busy with chores at home	22	26	30	18	21	15	23
Wasn't comfortable with the people leading it	35	26	27	14	28	0	23
Fear of safety getting to and from activity	26	35	24	14	14	20	19
Fear of safety at activity	22	30	18	16	14	13	18

Program cost and transportation were frequently cited barriers for families with lower incomes. Lack of interest and time were most frequently noted by families with higher incomes.

Table 23 describes parents' ratings of barriers to participation and Table 24 includes barriers by family income and child's ethnicity. Program cost and transportation were frequently cited barriers for families with lower incomes. Lack of interest and time were most frequently noted by families with higher incomes.

In the focus groups with parents several insights arose. For instance, safety included not only safety getting to and from the program but also a strong sense of a lack of safety inside the programs. Several parents talked about frequent fighting among youth in programs and a sense that supervision and intervention were inadequate to mediate these problems.

> *It's not even safe in the daytime. A kid riding his bike in the daytime can now get stopped, thrown off his bike, and get it stolen.*
>
> *My kid got a gun pulled on him while he was walking to the store the other day.*
>
> *They had a good tennis program that my kids went to, but my kids quit going because some of the other kids tried to fight with my kid and the teacher didn't do anything about it.*
>
> *There's always fights there. Nobody does anything about it. So I don't let my kid go there.*

In the Phase I key informant interviews, some of the people of color talked about cultural and ethnic aspects of program involvement. In the Hmong community, for example, some families try to avoid having their children—particularly their daughters—move outside the protective walls of the community. In a more general sense, communities of color often times have traditions and values about sending their children to "programs led by strangers" (i.e., people they don't know) or people who are not of their ethnic background. And many parents in the city do not themselves have a tradition of involvement in formal programs. This lack of previous experience with formal youth programs may inhibit their understanding of the value of participation as well as reduce the likelihood of volunteering in these programs.

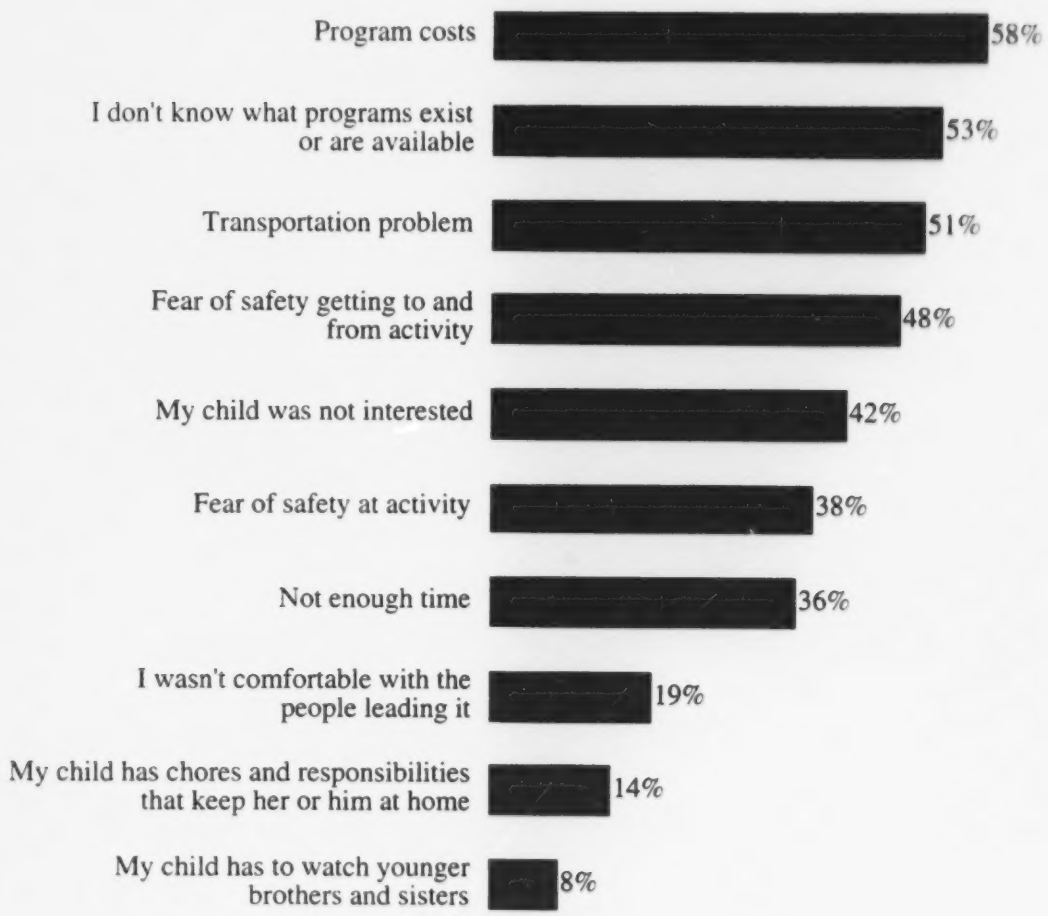
Key Findings

Table 23: Parents' Ratings of Barriers to Participation

- More than half of parents cited program costs, lack of knowledge about what is available, and transportation problems as barriers to participation.

Table 23
PARENTS' RATINGS OF BARRIERS TO PARTICIPATION

My child doesn't participate because of . . .



Key Findings

Table 24: Parents' Ratings of Barriers to Participation (by Family Income and Child's Ethnicity)

- The differences in barriers to participation varied considerably by family income and ethnicity. The most common barriers for families with lower incomes included program costs, lack of knowledge about what exists, transportation problems, and fear of safety getting to and from activities. The most common barriers for families with higher incomes were lack of interest by child, not enough time, and lack of knowledge that the program existed.

- Program cost was the most commonly reported barrier for all ethnic groups except white and Hispanic families.

- Lack of interest was the most frequently cited barrier for white families.

- Not enough time was the third greatest barrier for Asian American and Hispanic families. Relatedly, Asian American parents—far more than any other group of parents—indicated that their children have other chores and responsibilities, and need to watch younger siblings, which prevents their children from participating.

Table 24
PARENTS' RATINGS OF BARRIERS TO PARTICIPATION BY FAMILY INCOME AND CHILD'S ETHNICITY

My child doesn't participate because of . . .

	Income					Ethnicity						
	Less than $10,000	$10,000 to $19,999	$20,000 to $29,999	$30,000 to $49,999	$50,000 or more	Amer. Indian	Asian Amer.	African Amer.	White	Bi/Multiracial	Hispanic	Non Hispanic
Program costs	81	77	65	44	17	76	60	70	46	89	55	59
I don't know what programs exist or are available	60	59	56	52	40	52	59	57	49	56	58	53
Transportation problems	60	61	59	41	35	52	45	56	46	67	57	51
Fear of safety getting to and from activity	56	60	51	41	28	43	50	60	38	63	50	48
My child was not interested	34	28	36	51	62	38	48	23	57	15	35	42
Fear of safety at activity	42	53	33	36	24	33	48	51	27	44	42	38
Not enough time	22	32	35	45	47	15	53	19	44	31	56	35
I wasn't comfortable with the people leading it	17	19	16	30	15	19	21	22	18	15	25	19
My child has chores and responsibilities that keep her or him at home	14	16	14	12	13	5	45	13	12	4	5	14
My child has to watch younger brothers and sisters	15	9	2	12	3	5	39	5	6	4	10	9

BEST COPY AVAILABLE

Suggestions from Youth, Parents, and Program Providers

Many of the suggestions and ideas from youth and parent focus groups have been incorporated previously into the appropriate sections of this report. There were, however, some recommendations which did not fit in a particular section but are worth noting.

One of the strongest recommendations from youth centered around their desire to be listened to and respected, and to have opportunities to be responsible and provide sound youth leadership in the development and implementation of youth programs. They said things like:

You need to have kids in on the planning.

Kids should design it.

If you want kids to participate, ask kids in the neighborhood what they want to do.

We want an opportunity to show that we are responsible.

I don't like it when the people running it have already decided what they're going to do, and you don't want to do that.

Listen to what we have to say!

We don't like it when we're treated like we're not responsible.

Perhaps if we want to adequately prepare our young people to be successful, responsible adults we need to provide opportunities for them to practice and demonstrate being successful and responsible.

Parents' suggestions centered around concepts related to community. They talked about the need to build (or re-build) a sense of community and increase community involvement in these ways:

We need more ongoing, informal involvement and supervision of youth in the neighborhood by adults and parents in the neighborhood.

Years ago we had a Welcome Committee. They'd let you know you were welcome and what's going on. This would cut down on problems because then you know who and what is in the community. Now we don't know this and we have all these strangers coming in and they don't know what's going on.

We have two houses on my block that are gang related, where there's lots of activity. Sometimes they come out and smoke crack on the streets. More responsible adults need to be out there.

The people who don't live here are the ones that want to come and help, but they don't want to be here because it's not safe. We need to take care of our own.

In Phase II, program providers were asked how much they agree or disagree with several sets of questions relating to their program needs and overall recommendations. Table 25 indicates the percent who said that they agree or strongly agree that each item was an important need.

Table 25
NEEDS AND RECOMMENDATIONS OF PROGRAM PROVIDERS (PHASE II)

	Percent Strongly agree or Agree
I'd like to see better coordination of youth development programming (e.g., develop common strategies to meet youth and program needs).	90
The Mayor's office could play an important role in promoting the visibility and importance of youth participation in youth development programs.	89
The City should provide special funds to, or develop specific strategies with programs in order to increase participation by families with lower incomes.	89
A much higher percentage of Minneapolis seven- to 14-year-old youth need to be involved in some form of youth development program.	89
There should be more support and resources for collaboration among youth development program providers	88
I think Minneapolis needs to put more energy and money into programs for seven- to 14-year-old youth.	87
Youth in this city would be better served if program providers competed less and collaborated more.	82
The City should provide special funds to, or develop specific strategies with programs in order to increase participation by families of color	82
Youth development programs should put top priority on reaching vulnerable youth.	80
We could use help with recruitment of volunteers or staff of color.	77
We could use help with recruitment of youth and marketing.	74
The city should play a major role in facilitating transportation for youth and youth development programs.	74
I wish I had more opportunities to talk to and learn from other program providers in my field.	74
We could use help with recruitment of volunteers.	73
A user-friendly hotline or database of all youth development programs in the city of Minneapolis for parents, youth and program providers would increase participation in youth programs.	67
I prefer to see coordination of youth development programs at the local neighborhood level rather than the city-wide level.	63
We could use help with recruitment of staff.	53
We could use help with staff training.	51

Analyses by Planning Districts

Responses to all of the questions in the youth and parent survey were analyzed by planning district. Program providers and other stakeholders who work or reside in a particular planning district will look for specific findings unique to their particular questions of the data. Consequently, we have opted to include all of the data by planning district in the appendix but not the body of this report. The tables which describe planning district analyses are included in Appendix D.

SECTION THREE

A Call to Action

The Need

Structured time use is a crucial developmental experience for youth. However, among Minneapolis seven- to 14-year-olds:

- 51 percent are involved in no youth programs during the school year. Among youth of color, non-participation rates are 70 percent for Asian Americans, 64 percent for Native Americans, and 53 percent for African Americans (Table 8).
- 41 percent are involved in no youth programs during the summer months (Table 7).

These non-participation rates are due to a variety of factors. One issue is access: 43 percent of seven- to 14-year-olds and 53 percent of parents report that there are not enough youth programs during the school year (Table 9), with similar percentages reporting lack of program access during the summer months. This perceived lack of access to both school year and summer programs is highest among lower income families. Other barriers for youth (Table 19) include: "nothing interests me" (51%), transportation problems (42%), and lack of knowledge about program availability (40 percent). Parents cite program costs (58%), lack of knowledge about program availability (53%), and transportation problems (51%) as barriers to participation (Table 21). Substantial differences in barriers exist between families with different income levels and ethnic groups (Table 22).

The Interest

The vast majority of Minneapolis seven- to 14-year-olds want more program involvement (Table 14). For example:

- 72 percent want to participate in more recreation activities;
- 71 percent want more access to lessons (e.g., art, music, sewing, cooking);
- 64 percent want more involvement in sports teams;
- 54 percent want more involvement with groups that do community service.

And so do the parents of seven- to 14-year-olds (Table 17). For example:

- 75 percent want more youth employment programs;
- 74 percent want more programs that teach social skills;
- 72 percent want more hobby clubs;
- 71 percent want more youth community service programs;
- 70 percent want more programs that teach values.

Young people also want more informal youth development opportunities—activities which are not highly structured or "supervised" by adults but nonetheless can be places or experiences in which young people can learn about themselves and others, practice interpersonal skills, etc. For example:

- 77 percent want to have free time in a gym or rec center;
- 71 percent want to go to a safe place [like a drop-in center] and hang out with friends;
- 65 percent want more time with respectful adults who they can trust;
- 59 percent want more time with parents or guardians.

The Future

It is recommended that the leaders, program providers and citizens of Minneapolis commit to a plan which targets, by the year 2000, a youth program involvement rate of 80 percent for all seven- to 14-year-olds (vs. the current rate of 49%) during the school year and 80 percent during the summer months (vs. the current rate of 59%).

Promoting youth development requires understanding, strengthening, and integrating not just youth development programs, but the full complement of people, places, and institutions that form the ecological environment in which young people exist (*Contract with America's Youth*, 1995). Clearly, it is more than just increased involvement in formal, structured youth programs that will need to change in order to improve the well-being of youth in Minneapolis; much higher levels of involvement by parents, other adults, businesses and other institutions in the community are also

recommended as a year 2000 goal. This includes volunteering in formal youth programs and increased corporate sector involvement, as well as creating and sustaining nonformal, positive, caring relationships with children and youth throughout the city.

Inherent in the definition of youth development is an intentional engagement and involvement of youth in their own growth and development. Substantial gains in opportunities for and active engagement in youth leadership should also be visible by year 2000. Entrepreneurial enterprises which are led by youth, and for youth, should be well underway.

Suggested Goals

By the Year 2000 . . .

- 80 percent of all seven- to 14-year-old Minneapolis youth will be involved in at least one quality youth development program both during the school year and during the summer.
- Minneapolis youth program providers of all types—public, non-profit, for profit, community-based and national—will be part of a coordinated network that provides a full continuum of youth development opportunities that are easily accessed and appeal to all types of youth in the community.
- All parents, guardians, and extended family members will have heard about the importance of youth programs and will know how to support their youth and access such opportunities.
- 20 percent of youth ages 10-18 will be involved in community leadership capacities or assisting with youth programs for younger ages.
- Three-fourths of the members of the higher education, business, and corporate communities will be actively supporting programs for seven- to 14-year-olds in Minneapolis through sponsorship, resources, volunteer involvement, and family-friendly policies, and/or through sustained, positive, informal relationships with youth which build strengths and promote healthy development.

Assumptions

- Quality youth development opportunities can and should exist within and across a wide continuum of interest areas, cultural heritages, and geographic locations as well as range from informal to formal.
- A quality youth development agenda includes youth programs which are safe, growth-enhancing places, available for and accessible by youth

- While youth programs for seven- to 14-year-olds are an important part of a healthy community for youth they alone are not sufficient. Such efforts need to be coordinated with needed services, as well as efforts designed for younger and older ages.

- Meeting the challenges set forth in the goals is a COMMUNITY, not primarily a government, responsibility. This is a call to action for all sectors, organizations, adults and youth, who care about the youth of our community and their (as well as our) collective future.

Strategies

Build Public Awareness

1. Disseminate the findings from this study to a broad audience including program providers, youth, parents, and other community leaders.

2. Conduct an intensive public awareness campaign on the value and impact of participation in youth development programs. Information on parenting behaviors necessary to support involvement (e.g., registering child, encouraging participation, reminding child of program commitments) should also be emphasized.

Allocate Resources

3. Consciously seek to align and generate resources to ensure coordinated and efficient support for all strategies designed to reach the goals delineated.

Broader Involvement

4. Throughout the initiative seek involvement and advice from all sectors, all youth, and especially from members of disenfranchised groups who have lower participation rates.

New Programming

5. Generate new youth programs and make existing systems more user friendly and responsive using the insights and wisdom from youth, parents, and program providers described in this study.

6. Develop a community service initiative which gives all youth opportunities to contribute to and become active members in community life.

Recruitment and Training

7. Design an informed and long term recruitment strategy for volunteers and staff of color.

8. Provide training about how to include and promote youth as resources and decision-makers as well as other youth leadership strategies.

Public Leadership

9. Re-examine the role of the city in reducing barriers to participation, especially program costs and transportation problems, and working more effectively with private, non-profit youth organizations

10. Consider the mayor's role in convening regular meetings of multiple stakeholders (funders, business, program providers, youth, parents, and other citizens).

Youth Leadership

11. Develop a long term plan to increase opportunities for youth leadership.

12. Consider creating Teen Centers and entrepreneurial opportunities which are primarily developed and implemented by youth, for youth.

Facilitate Coordination

13. Develop a city-wide data-base on youth programs.

14. Create and widely market a hotline about program availability by and for youth, and disseminate an annual directory to parents.

15. Provide more opportunities for youth development program providers to work together through collaboration and coordination of services within and across program delivery systems (e.g., public, private, religious), program types, and geographic areas. These mechanisms for coordination and collaboration should be designed with the guidance of program providers and occur at both the city-wide level and at the neighborhood level.

16. Explore the best mechanism(s) to accomplish these goals and strategies. Consideration should be given to the following mechanisms:

    - Create a cross-sector, city-wide youth program "office," which brings together the resources, commitment, and talent of youth, parents, schools, religious institutions, parks, the Mayor's office, and community-based youth organizations.
    - Create neighborhood-based youth program "offices."
    - Provide on-going opportunities for program providers of similar program types (e.g., youth employment programs, sports clubs and teams, drop in centers) and other interested community members to network with and learn from each other, and coordinate services better.

17. Coordinating the efforts of youth programs providers should include making effective use of existing intermediary organizations such as YCB, Youth Trust, YMAP, Twin Cities One to One, and other similar organizations that seek to find more effective and efficient ways to coordinate and deliver programs and services.

18. Evaluate progress against the stated goal.

REFERENCES

A matter of time: risk and opportunity in the nonschool hours. Waldorf, MD: Task Force on Youth Development and Community Programs. Carnegie Council on Adolescent Development, 1992.

Benson, P.L. (1993).*The Troubled Journey: A portrait of 6th-12th grade youth.* Minneapolis, MN: Search Institute.

Coleman, J.S. and Hoffer, T., (1987). *Public and Private High Schools: The Impact of Communities.* New York, NY: Basic Books, Inc.

Contract with America's Youth: Toward a National Youth Development Agenda. Washington, DC: American Youth Policy Forum et al., 1995.

APPENDIX A

Phase I
Interview Protocols

(Available upon request)

APPENDIX B

Phase II
Program Provider Survey
(Available upon request)

APPENDIX C

Phase III
Youth and Parent Surveys, Parent Focus Group Protocol

(Available upon request)

APPENDIX D

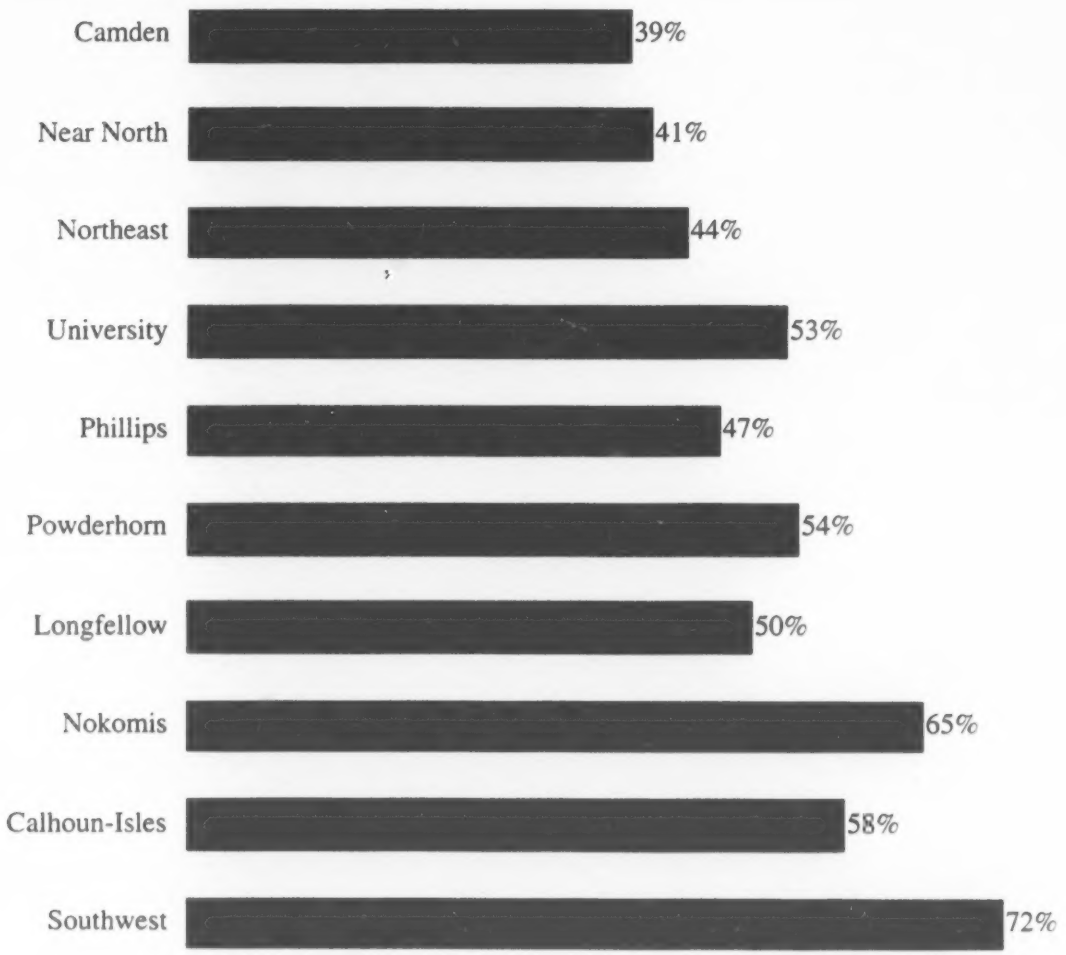
Analyses by Planning Districts

(Data which are unusually high or low,
are in bold-face type in the tables)

Table D1
YOUTH INVOLVEMENT IN PROGRAMS BY PLANNING DISTRICTS*

Are you involved in at least one program per week?

Percent reporting Yes



*Only planning districts for which at least 10 youth responded are reported.

Table D2
YOUTH IN AFTER SCHOOL ACTIVITIES BY PLANNING DISTRICTS*

	Camden	Near North	North-east	Univer-sity	Phillips	Powder-horn	Long-fellow	Nokomis	Calhoun Isles	South-west
Hang out in the neighborhood, a mall or park										
Never	9	13	10	17	9	10	14	19	12	30
Sometimes	54	56	56	61	53	51	59	52	64	36
Most of the time	37	31	35	22	38	38	27	30	24	33
Hang out at a friend's house										
Never	12	21	10	14	0	23	2	4	16	9
Sometimes	54	56	48	50	56	51	66	70	52	70
Most of the time	34	24	42	36	44	26	32	26	32	21
Go home and stay there, with adults around										
Never	17	21	24	39	19	31	12	19	20	15
Sometimes	46	37	57	42	53	54	69	52	40	48
Most of the time	37	**42**	20	19	28	**15**	19	30	40	36
Go home and stay there, without adults around										
Never	37	29	22	19	16	13	17	33	21	44
Sometimes	47	53	55	47	74	61	54	44	50	44
Most of the time	16	18	24	33	**10**	26	29	22	29	13
Go to a relative's house										
Never	38	27	43	86	29	31	45	59	54	70
Sometimes	47	51	51	6	52	59	48	37	38	27
Most of the time	14	22	6	8	19	10	7	4	8	3
Go to day care/child care										
Never	90	88	96	97	93	87	88	96	76	88
Sometimes	5	7	0	3	0	3	9	4	8	3
Most of the time	4	5	4	0	7	10	4	0	16	9
Stay at school for an after school programs										
Never	80	65	86	71	71	46	78	74	64	56
Sometimes	19	25	10	26	26	41	20	26	28	44
Most of the time	1	10	4	3	3	13	2	0	8	0
Got to a youth program at a park (like YMAP)										
Never	71	70	69	89	75	58	71	59	68	64
Sometimes	24	20	25	11	19	39	24	37	24	21
Most of the time	5	11	6	0	6	3	5	4	8	15
Go to a youth program at a library, science, history, or art museum										
Never	76	70	81	94	75	77	85	93	88	88
Sometimes	23	26	12	6	22	21	15	7	12	9
Most of the time	1	4	8	0	3	3	0	0	0	3

*Only planning districts for which at least 10 youth responded are reported.

Table D2 (cont.)
YOUTH IN AFTER SCHOOL ACTIVITIES BY PLANNING DISTRICTS*

	Camden	Near North	North-east	Univer-sity	Phillips	Powder-horn	Long-fellow	Nokomis	Calhoun Isles	South-west
Go to a Scout, Camp Fire, or 4H program										
Never	85	89	83	89	81	79	85	81	76	69
Sometimes	11	9	13	11	9	18	10	19	24	28
Most of the time	4	2	4	0	9	3	5	0	0	3
Go to a youth program at Boys & Girls Club, YMCA, YWCA, Community Center										
Never	84	52	69	92	38	51	76	74	84	73
Sometimes	12	32	25	3	47	36	19	19	12	20
Most of the time	4	16	6	6	16	13	5	7	4	7
Play on a sports team or sports club										
Never	47	53	51	49	42	44	34	41	56	41
Sometimes	35	23	25	11	35	31	36	33	24	34
Most of the time	19	25	24	**40**	23	26	31	26	20	25
Go to a youth program at church or other religious place										
Never	52	51	73	74	50	56	69	52	68	70
Sometimes	33	37	20	23	47	31	24	44	24	24
Most of the time	15	13	8	3	3	13	7	4	8	6
Go to lessons (music, art, drama)										
Never	78	61	83	61	84	64	63	78	52	48
Sometimes	17	31	12	31	6	28	32	22	40	42
Most of the time	5	8	6	8	9	8	5	0	8	9
Volunteer										
Never	39	42	47	72	45	47	52	59	75	63
Sometimes	51	40	39	25	35	42	40	30	17	34
Most of the time	11	17	14	3	**19**	11	9	11	8	3
Work for money (baby-sit, paper route)										
Never	25	27	32	36	25	24	19	27	33	48
Sometimes	49	43	30	44	53	55	55	54	50	42
Most of the time	26	30	38	19	22	21	26	19	17	**9**

*Only planning districts for which at least 10 youth responded are reported.

Table D3
YOUTH IN SCHOOL NIGHT ACTIVITIES BY PLANNING DISTRICTS*

	Camden	Near North	North-east	Univer-sity	Phillips	Powder-horn	Long-fellow	Nokomis	Calhoun Isles	South-west
Are you at home with adults around?										
Never	4	5	2	0	6	5	3	12	0	0
Sometimes	34	37	38	22	48	36	37	27	16	36
Most of the time	62	58	60	78	**45**	59	59	62	84	64
Are you at home without adults around?										
Never	36	34	29	23	23	23	21	38	32	55
Sometimes	55	55	58	74	58	64	69	58	56	45
Most of the time	9	11	13	3	**19**	13	10	4	12	0
Do you hang out in the neighborhood, at a park or mall?										
Never	33	33	25	28	28	18	34	33	48	39
Sometimes	42	40	54	64	50	54	41	48	48	48
Most of the time	25	26	21	8	22	28	25	19	**4**	12
Do you go to a youth program (like a Park program, Scouts, sports team, Boys & Girls Club, church group, rec center, YMCA, Park)?										
Never	63	51	45	56	41	38	50	44	64	27
Sometimes	26	30	35	25	41	36	36	37	28	48
Most of the time	11	19	20	19	19	26	14	19	**8**	24

*Only planning districts for which at least 10 youth responded are reported.

Table D4
YOUTH IN WEEKEND ACTIVITIES BY PLANNING DISTRICTS*

	Camden	Near North	North-east	Univer-sity	Phillips	Powder-horn	Long-fellow	Nokomis	Calhoun Isles	South-west
Are you at home with adults around?										
Never	13	9	6	8	34	15	10	7	4	3
Sometimes	53	42	43	58	47	56	53	63	52	45
Most of the time	34	49	51	33	19	28	37	30	44	52
Are you at home without adults around?										
Never	26	34	39	17	34	15	15	26	20	52
Sometimes	64	57	47	78	50	74	78	70	64	45
Most of the time	9	9	14	6	16	10	7	4	16	3
Do you hang out in the neighborhood, at a park or mall?										
Never	12	19	14	19	22	8	14	15	17	27
Sometimes	55	42	38	44	34	56	46	44	42	55
Most of the time	33	39	48	36	44	36	40	41	42	18
Do you go to a youth program (like a Park program, Scouts, sports team, Boys & Girls Club, church group, rec center, YMCA, Park)?										
Never	68	51	57	56	69	54	56	44	48	39
Sometimes	21	35	22	31	19	36	31	52	28	42
Most of the time	11	14	22	14	13	10	14	4	24	18

*Only planning districts for which at least 10 youth responded are reported.

Table D5
YOUTH IN SUMMER ACTIVITIES BY PLANNING DISTRICTS*

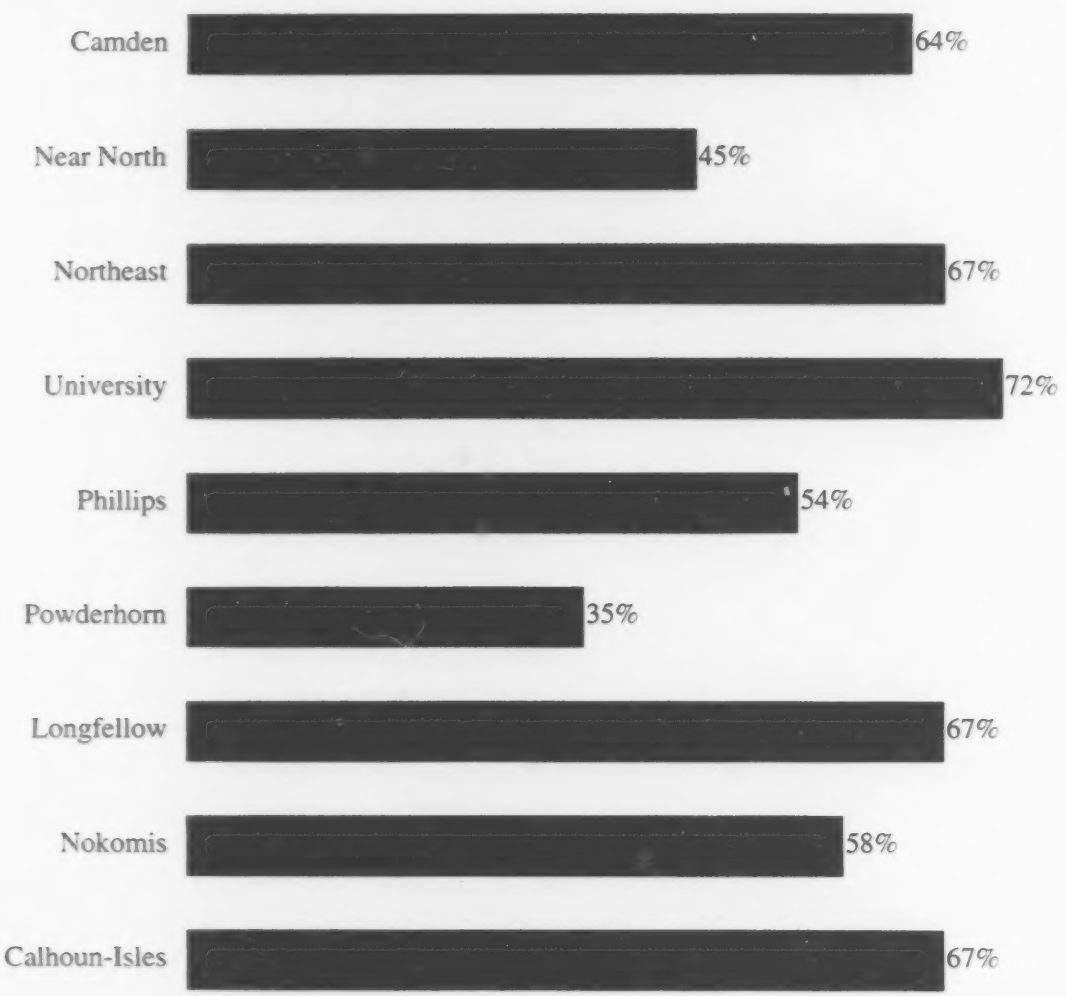
	Camden	Near North	North-east	Univer-sity	Phillips	Powder-horn	Long-fellow	Nokomis	Calhoun Isles	South-west
Are you at home with adults around?										
Never	16	15	12	26	28	26	12	26	12	6
Sometimes	49	45	50	46	53	54	61	52	52	56
Most of the time	35	41	38	29	19	21	27	22	36	38
Are you at home without adults around?										
Never	35	31	27	17	31	18	12	30	21	42
Sometimes	43	52	52	60	47	56	69	52	75	45
Most of the time	23	18	21	23	22	26	19	19	4	12
Do you hang out in the neighborhood, at a park or mall?										
Never	13	15	8	3	31	5	12	15	13	19
Sometimes	39	31	35	44	22	39	46	44	46	53
Most of the time	48	54	58	53	47	55	42	41	42	28
Do you go to a youth program (like a Park program, Scouts, sports team, Boys & Girls Club, church group, rec center, YMCA, Park)?										
Never	52	41	46	42	56	29	40	30	54	31
Sometimes	31	32	29	31	19	42	33	59	25	34
Most of the time	17	26	25	28	25	29	28	11	21	34

*Only planning districts for which at least 10 youth responded are reported.

Table D6
ARE THERE ENOUGH YOUTH PROGRAMS (SCHOOL YEAR, BY PLANNING DISTRICTS*)?

During the school year, are there enough youth programs?

Percent reporting Yes

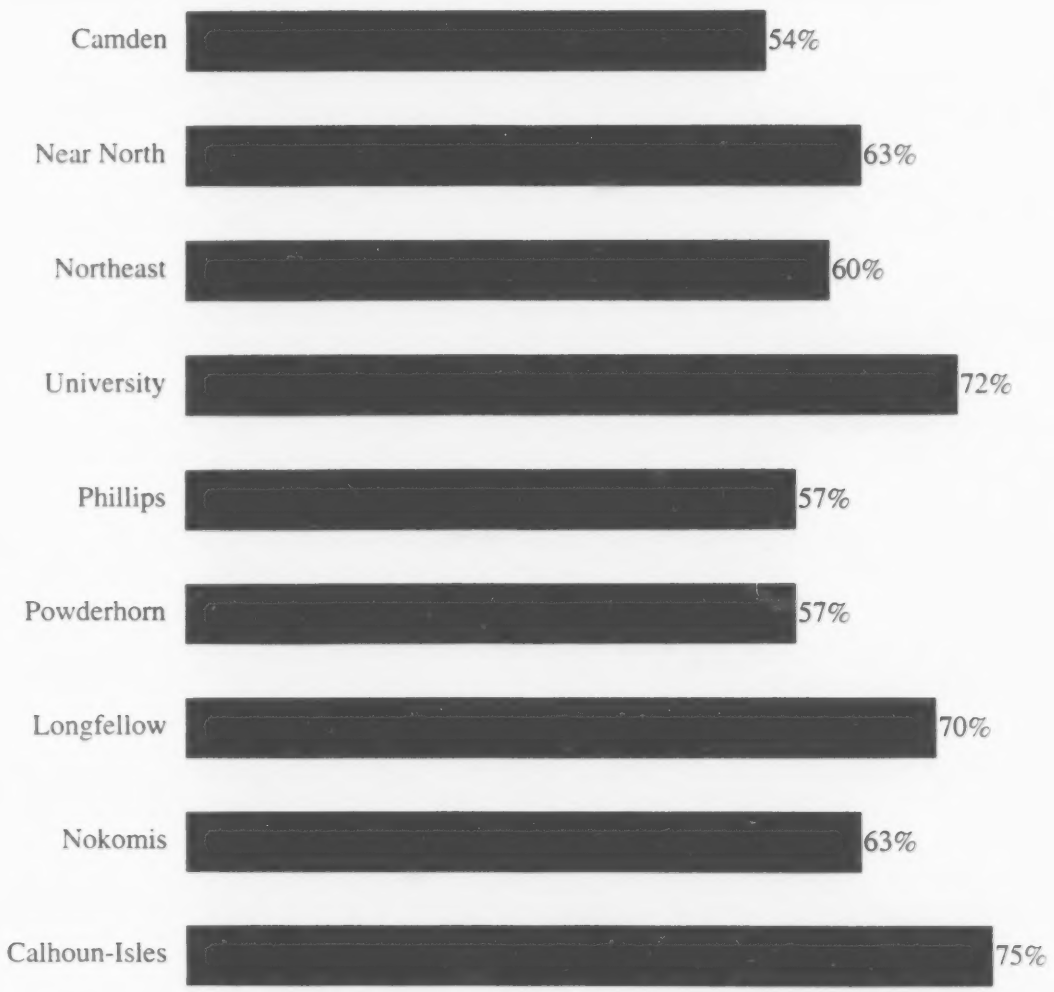


*Only planning districts for which at least 10 youth responded are reported.

Table D7
Are There Enough Youth Programs (Summer, by Planning Districts*)?

During the summer, are there enough summer programs?

Percent reporting Yes



*Only planning districts for which at least 10 youth responded are reported.

Table D8
WHAT YOUTH WANT TO DO MORE OF (BY PLANNING DISTRICTS*)

Would you like to do more of these than you do now?

Percent reporting Yes

	Camden	Near North	North-east	Univer-sity	Phillips	Powder-horn	Long-fellow	Nokomis	Calhoun Isle	South-west
Get a job for money	87	85	87	72	88	95	86	74	92	85
Have free time in a gym or rec center	70	84	69	50	81	85	83	78	67	70
Do recreation activities for fun	73	75	67	69	69	72	73	59	68	70
Take lessons in something I'd like to be better at (like swimming, art, playing a musical instrument, sewing, cooking, tennis, chess)	71	69	71	71	75	77	68	63	63	63
Go to a safe place with my friends and just hang out without being hassled, like a drop-in center	72	70	71	53	75	**89**	75	56	64	63
Be with an adult I can trust and who respects me	63	72	69	**34**	74	80	54	50	48	61
Play on a sports team or league	61	59	69	**34**	47	68	78	63	58	76
Spend more time with my parents or guardians	58	68	56	**25**	58	41	59	44	59	64
Go to dances	56	61	46	72	68	65	51	58	71	41
Be in a group where the youth get to be leaders and they make decisions and plans	51	54	65	39	59	**72**	63	52	48	39
Be in a group that helps other people or volunteer in community (youth service)	55	57	51	47	59	54	45	60	52	**39**
Learn about or study something (like science club, computers, help with homework)	51	65	38	31	42	**74**	33	**22**	50	30
Have an older teenager or adult mentor	52	57	24	**19**	45	53	44	41	46	36
Be in a group where I can talk with others about things that matter to me or are bothering me	38	39	31	31	41	**51**	24	**15**	40	30

*Only planning districts for which at least 10 youth responded are reported.

Table D9
WHAT PARENTS WANT MORE OF (BY PLANNING DISTRICTS)

	Neighborhood										
	Camden	Near North	North-east	Univer-sity	Central	Phillips	Powder horn	Long-fellow	Nokomis	Calhoun Isles	South-west
Music, art, drama, or dance											
Need more of this	74	63	58	50	--	69	57	56	54	**84**	55
Don't need more of this	7	10	19	22	--	12	19	18	15	5	17
Not sure	19	27	22	28	--	19	24	26	31	11	28
Programs dealing with self-esteem											
Need more of this	63	**82**	67	53	--	**88**	71	56	58	58	64
Don't need more of this	15	3	12	6	--	8	10	20	11	11	19
Not sure	22	15	21	41	--	4	19	24	32	17	
Programs dealing with racial identity											
Need more of this	35	**66**	45	44	--	**65**	53	37	39	32	34
Don't need more of this	24	9	30	11	--	22	24	37	20	32	24
Not sure	42	26	24	44	--	13	22	27	41	37	42
Programs teaching social skills (e.g., how to get along with others, respect others)											
Need more of this	70	**88**	74	61	--	**89**	74	74	63	63	69
Don't need more of this	9	5	18	11	--	7	13	12	9	5	9
Not sure	21	7	8	28	--	4	13	14	28	32	22
Academic tutoring or support programs											
Need more of this	70	73	68	72	80	81	71	61	63	63	68
Don't need more of this	16	10	14	0	10	12	12	22	10	11	11
Not sure	14	18	18	28	10	8	18	16	27	26	21
Athletic teams or leagues											
Need more of this	54	55	42	67	60	**68**	50	52	**39**	42	48
Don't need more of this	36	25	43	22	10	20	37	36	48	47	40
Not sure	11	20	15	11	30	12	13	12	14	11	12
Recreation and fitness programs											
Need more of this	55	66	59	**72**	60	68	68	47	**50**	63	59
Don't need more of this	31	19	26	17	0	16	17	33	33	21	24
Not sure	14	15	15	11	40	16	14	20	17	16	17
Religious education programs											
Need more of this	45	**55**	27	22	--	**54**	44	31	28	**16**	**14**
Don't need more of this	25	28	40	33	--	27	33	57	33	32	48
Not sure	30	17	33	44	--	19	23	12	40	53	38
Girl only programs											
Need more of this	46	**52**	34	28	**20**	48	46	48	28	47	43
Don't need more of this	23	25	27	39	40	32	28	29	33	32	19
Not sure	30	24	39	33	40	20	26	23	38	21	38

BEST COPY AVAILABLE

Table D9 (cont.)
WHAT PARENTS WANT MORE OF (BY PLANNING DISTRICTS)

	Neighborhood										
	Camden	Near North	North-east	Univer-sity	Central	Phillips	Powder horn	Long-fellow	Nokomis	Calhoun Isles	South-west
Boy only programs											
Need more of this	41	45	35	28	--	46	43	31	28	42	34
Don't need more of this	29	32	34	39	--	33	34	44	38	37	28
Not sure	30	23	31	33	--	21	23	25	35	21	38
Community service programs											
Need more of this	61	71	67	72	--	79	65	79	65	74	**90**
Don't need more of this	19	11	9	11	--	4	10	13	14	5	0
Not sure	20	17	24	17	--	17	25	8	21	21	10
Vocational education/youth employment programs											
Need more of this	73	80	70	67	--	**93**	82	69	68	78	78
Don't need more of this	5	9	6	11	--	4	9	10	10	6	1
Not sure	21	12	24	22	--	4	9	20	23	17	21
Programs teaching values											
Need more of this	78	**85**	72	**39**	--	**81**	71	65	62	68	60
Don't need more of this	9	8	15	11	--	12	10	16	10	5	12
Not sure	13	7	13	50	--	8	19	18	28	26	28
Hobby clubs											
Need more of this	71	78	79	67	--	79	70	65	63	74	73
Don't need more of this	11	12	12	6	--	13	12	15	13	11	7
Not sure	18	10	9	28	--	8	18	21	24	16	19

Table D10
YOUTH RATINGS OF BARRIERS TO PARTICIPATION (BY PLANNING DISTRICTS*)

Have any of these kept you from going to a club or youth program?

Percent reporting Yes

	Camden	Near North	North-east	Univer-sity	Phillips	Powder-horn	Long-fellow	Nokomis	Calhoun Isle
Nothing interest me	52	53	36	47	50	59	52	37	**75**
Transportation problems	43	53	**64**	28	35	48	30	47	38
Didn't know about what programs exist	36	47	43	34	43	**27**	44	42	38
Cost of program	29	34	38	**16**	35	48	37	32	23
Have to watch younger siblings	**39**	**37**	14	13	27	**43**	22	21	15
Parents did not sign me up	18	26	36	16	32	35	**42**	21	17
Too busy with chores at home	**30**	17	7	19	17	**35**	31	5	31
Wasn't comfortable with the people leading it	22	**35**	14	16	**39**	17	15	21	23
Fear of safety getting to and from activity	14	29	21	3	**30**	30	19	0	8
Fear of safety at activity	18	**26**	7	6	**39**	26	15	5	8

*Only planning districts for which at least 10 youth responded are reported.

Table D11
Parents' Ratings of Barriers to Participation by Planning Districts

Which of these, if any, has kept your child from joining or going to a club, organization, team, or other positive activity for youth?

Percent reporting Yes

My child doesn't participate because of . . .

	Camden	Near North	North-east	Univer-sity	Phillips	Powder-horn	Long-fellow	Nokomis	Calhoun Isles	South-west
Program costs	50	71	67	56	72	72	51	42	42	49
I don't know what programs exist or are available	58	58	64	44	48	59	44	49	37	46
Transportation problems	43	57	53	56	50	57	45	49	42	49
Fear of safety getting to and from activity	56	61	36	44	69	56	37	40	26	36
My child was not interested	46	29	42	22	36	28	50	55	79	57
Fear of safety at activity	47	53	21	44	62	46	38	24	26	22
Not enough time	37	21	26	44	23	51	43	42	47	44
I wasn't comfortable with the people leading it	24	22	21	22	29	26	14	18	11	8
My child has chores and responsibilities that keep her or him at home	16	17	6	33	4	24	15	8	11	12
My child has to watch younger brothers and sisters	3	12	8	11	12	10	10	6	21	5

Search

INSTITUTE

Thresher Square West
700 South Third Street, Suite 210
Minneapolis, MN 55415
(612) 376-8955 • Fax: (612) 376-8956

BEST COPY AVAILABLE